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ABSTRACT

This career activity file provides career information resources and tools to support a guidance program. Section 1 is a school guidance program plan designed to assist school counselors in strengthening their current program or in designing a new one. The information can be used to assist schools in meeting the requirements of Standard VI, Guidance and Counseling Services, in the Standards for Accreditation of Oklahoma (OK) Schools. The section provides a sample time line, list of program elements and components, and examples of tools to assist counselors in their written program. These examples include a staff and community needs assessment; National Career Development Guidelines; staff development needs assessment; process and product evaluation; action plan; program self-evaluation; and career planning self-evaluation process and application review criteria. Section 2 has suggestions and tips for new counselors, including visuals, forms, letters, and Internet sites. Other sections provide information on learning styles and OK Educational Planning and Assessment System; information on labor market information, nontraditional female/male occupations, and discussions of whether one can support his or her lifestyle, each with accompanying lesson plans; career games; bulletin board ideas; career poster and poetry contest; and a list of 17 annotated career development products. (YLB)

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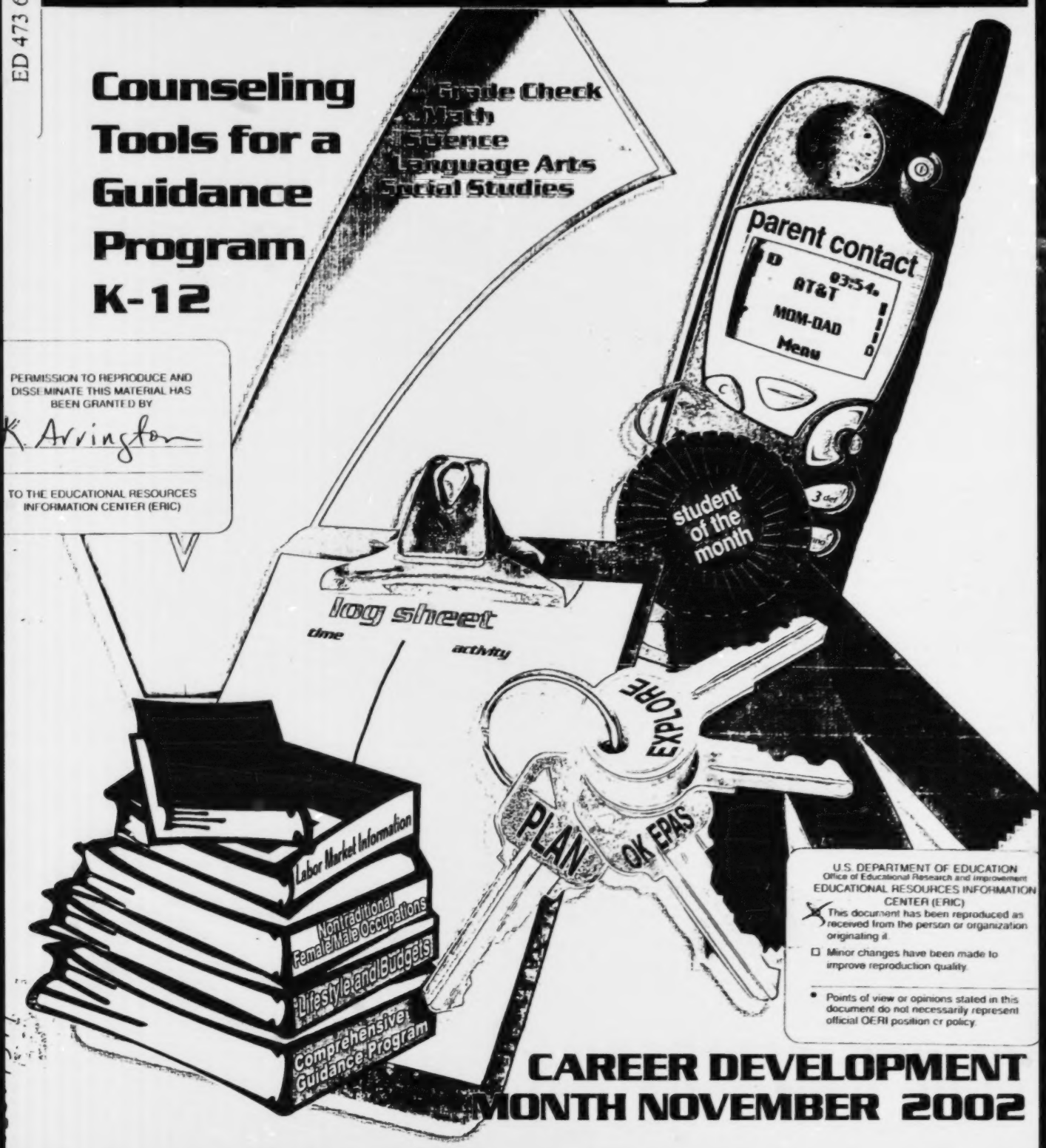
Career Activity File

Counseling Tools for a Guidance Program K-12



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CAREER DEVELOPMENT MONTH NOVEMBER 2002

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OKLAHOMA DEPARTMENT OF CAREER
AND TECHNOLOGY EDUCATION

November 1, 2002

Dear Oklahoma Counselors and Teachers:

The Guidance Division of the Oklahoma Department of Career and Technology Education is pleased to provide the 2002 *Career Activity File.* You are encouraged to use the ideas and activities within the file to observe Career Development Month in November and to enhance your classroom or guidance curriculum throughout the school year.

This year's theme is "Counseling Tools for a Guidance Program K-12." The *Career Activity File* provides career information resources and tools to support a guidance program.

I would like to recognize Janet Hawkins, career information specialist, for her leadership in locating the content of this publication and Jo Kahn, career resource network manager, for placing the *Career Activity File* on the Internet. Appreciation is also expressed to Kathryn Anderson for editing and to Gloria Koch for typesetting and formatting this book.

We sincerely hope you find the materials in the *Career Activity File* helpful in delivering career awareness, career exploration, and career preparation activities to your students. If you have suggestions concerning the use of the *Career Activity File* or suggestions for improving it for next year, please call the Oklahoma Department of Career and Technology Education, Guidance Division (405) 743-5123. You may view our Web site at www.okcareertech.org/guidance for new and related information throughout the year.

Sincerely,

Kelly Arrington

Kelly Arrington, Guidance Coordinator
Guidance Division

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Stillwater, OK 74074-4364
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Career Activity File — Counseling Tools for a Guidance Program

Introduction Letter 1

Acknowledgments 4

School Guidance Program Plan 5

- Sample Timetable 6
- Comprehensive Guidance Program Elements 9
- Program Components and Sample Processes 10
- Staff and Community Needs Assessment 13
- National Career Development Guidelines 15
- Staff Development Needs 24
- Process/Product Evaluation Procedures 25
- Counseling Action Plan 27
- Self-Evaluation of a Comprehensive Guidance Program 28

Suggestions and Tips for New Counselors 32

- Group Rules 32-33
- Forms/Letters 34
- Internet Sites for Counselors and Teachers 41
- Navigating Streams of Paper 43

Learning Styles 45

OK EPAS — EXPLORE, PLAN, ACT 47

Labor Market Information 48

- Lesson Plans 51

Nontraditional Female/Male Occupations 53

- Lesson Plans 55

Can You Support Your Lifestyle? 59

- Lesson Plans 61

Career Games 68-71

Bulletin Board Ideas 72

Career Poster and Poetry Contest 73-74

Career Development Products 75

Acknowledgments

Special thanks to:

- Dr. Norman C. Gysbers for providing handouts from his presentation "Developing and Managing Your School Guidance Program," Gysbers, N.C. and Henderson, P. (2000), *Developing and Managing Your School Guidance Program (3rd Edition).* Alexandria, VA: American Counseling Association.
- Dr. Cynthia N. Brown, senior coordinator for student preparation, Oklahoma State Regents for Higher Education for OK EPAS – EXPLORE, PLAN, ACT.
- Paige Pulscher, counselor, Monroe Middle School, Tulsa, for the visuals, forms, and letters.
- U.S. Army Recruiting Command and the American School Counselor Association for the *Planning for Life: Application Guidebook.*
- Center on Education and Work, School of Education, University of Wisconsin, Madison. *To purchase the entire copy of the Career Development Program Action Plan, please contact Center on Education and Work, UW Madison, 1025 West Johnson Street, 964 Educational Sciences Bldg., Madison, WI 53706-1796, 800-446-0399, www.cew.wisc.edu cewmail@education.wisc.edu*

Oklahoma Department of Career and Technology Education, Curriculum and Instructional Materials Center (CIMC)

- *Career Development Activity Book*
  Elementary — CS1100
  Middle School — CS1101
  High School — CS1102
- *Teaching and Learning Strategies for ALL Students* – CS 1206

For more information about these resources, contact:

Customer Service Division
Oklahoma Department of *Career*Tech
1500 West Seventh Avenue
Stillwater, OK 74074-4364
1-800-654-4502

Additional resources to support a developmental guidance program:

The School Counselor's Guide: Developing a Comprehensive Guidance Program with Oklahoma Standards. Contact Counseling Section of the State Department of Education, 1997, (405) 521-3549.

The School Counselor's Guide for Developing a Comprehensive Guidance Program with Oklahoma Standards and the National Career Development Guidelines.
This free guidebook presents important reference information for guidance and counseling professionals in Oklahoma schools to strengthen the career guidance components in a comprehensive developmental guidance program. Contact Guidance Division, 1-405-743-6831 or 1-800-522-5810, ext. 831.

Web site addresses were accurate, and all content on referenced Web sites was appropriate during development and production of this product. However, because Web sites sometimes change, the Guidance Division takes no responsibility for a site's content. The inclusion of a Web site does not constitute an endorsement of that site's other pages, products, or owners. You are encouraged to verify all Web sites prior to use.

School Guidance Program Plan

This "School Guidance Program Plan" is designed to assist school counselors in strengthening their current program or in designing a new one. School counselors have important roles and responsibilities in the school and community to assist students with their social, educational, and career development. The information in this booklet can be used to assist schools in meeting the requirements of Standard VI, Guidance and Counseling Services, in the Standards for Accreditation of Oklahoma Schools.

This section will provide a sample time line, list of program elements and components, and examples of tools to assist counselors in their written program.

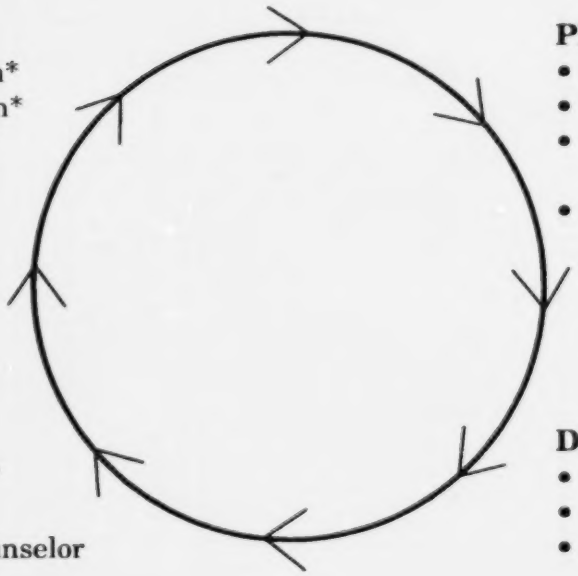
ENHANCE
- Redesign Your Program

PLAN ★
- Build a Foundation
- Get Organized
- Conceptualize the Program
- Conduct an Assessment*

DESIGN ✚
- Adapt the Program
- Plan the Transition
- Identify Student Competencies (National Career Development Guidelines)*

IMPLEMENT ▲
- Manage the "New" Program
- Ensure School Counselor Competencies*

EVALUATE ◆
- Process Evaluation*
- Product Evaluation*
- Self-Evaluation of Program*



*Included in booklet.

Source: Dr. Norman C. Gysbers, "Developing and Managing Your School Guidance Program"

Sample Timetable: School Guidance Program Installation Plan

Year 1: Planning — Building a Foundation for Change

- Study the history of guidance and counseling in the schools.
- Understand the implications of the shift from position to program in the conceptualization and organization of guidance.

Year 1: Planning — Getting Organized to Get There From Where You Are

- Decide that you want to change.
- Understand the necessary conditions for effective change.
- Expect resistance to change.
- Appreciate the challenges involved.
- Develop trust among counselors and administrators.
- Establish the leadership for change.
- Make a commitment to action.
- Form and convene school-community advisory committee.
- Form and convene steering committee.
- Establish work groups.
- Meet with the administration/Board of Education to gain support and secure authorization to install a comprehensive guidance program.

Year 1: Planning — Conceptualizing the Comprehensive Guidance Program Model

- Establish a theoretical perspective for the program.
- Describe the comprehensive guidance program elements.

Years 1 & 2: Planning — Conducting a Thorough Assessment of the Current Program

- Identify current resource availability and use, including use of counselor time and talent.
- Identify current guidance and counseling activities and outcomes.
- Gather student and community status information.
- Identify who is served by the current program.
- Gather perceptions about the program.
- Present a report describing the current program.

Source: Dr. Norman C. Gysbers, "Developing and Managing Your School Guidance Program"

Years 2 & 3: Designing — Adapting the Guidance Program Model

- Define the basic structure of your program.
- Identify and list student competencies by content areas and school levels or grade groupings.
- Reaffirm policy support.
- Establish priorities for program delivery.
- Establish parameters for resource allocation.
- Write down and distribute the description of the desired program.

Years 2 & 3: Designing — Planning the Transition

- Specify changes needed to implement a comprehensive guidance program.
- Develop a plan for accomplishing program improvement.
- Begin building-level program improvement efforts.
- Expand the leadership base.

Years 3, 4, and Thereafter: Implementing - Managing the New Program

- Improve program activities
- Enhance the role of the professional school counselor.
- Develop the building program plan.
- Monitor program implementation.

Years 3, 4, and Thereafter: Implementing - Ensuring School Counselor Competency

- Identify staff development resources.
- Bring new counselors into the program and to the proper roles.
- Implement a performance improvement system.
- Encourage professional development.
- Address incompetence.
- Clarify role of building guidance program/staff leaders.

Source: Dr. Norman C. Gysbers, "Developing and Managing Your School Guidance Program"

Years 4, 5, 6, 7, 8: Evaluating — Evaluating the Program, Its Personnel, and Its Results

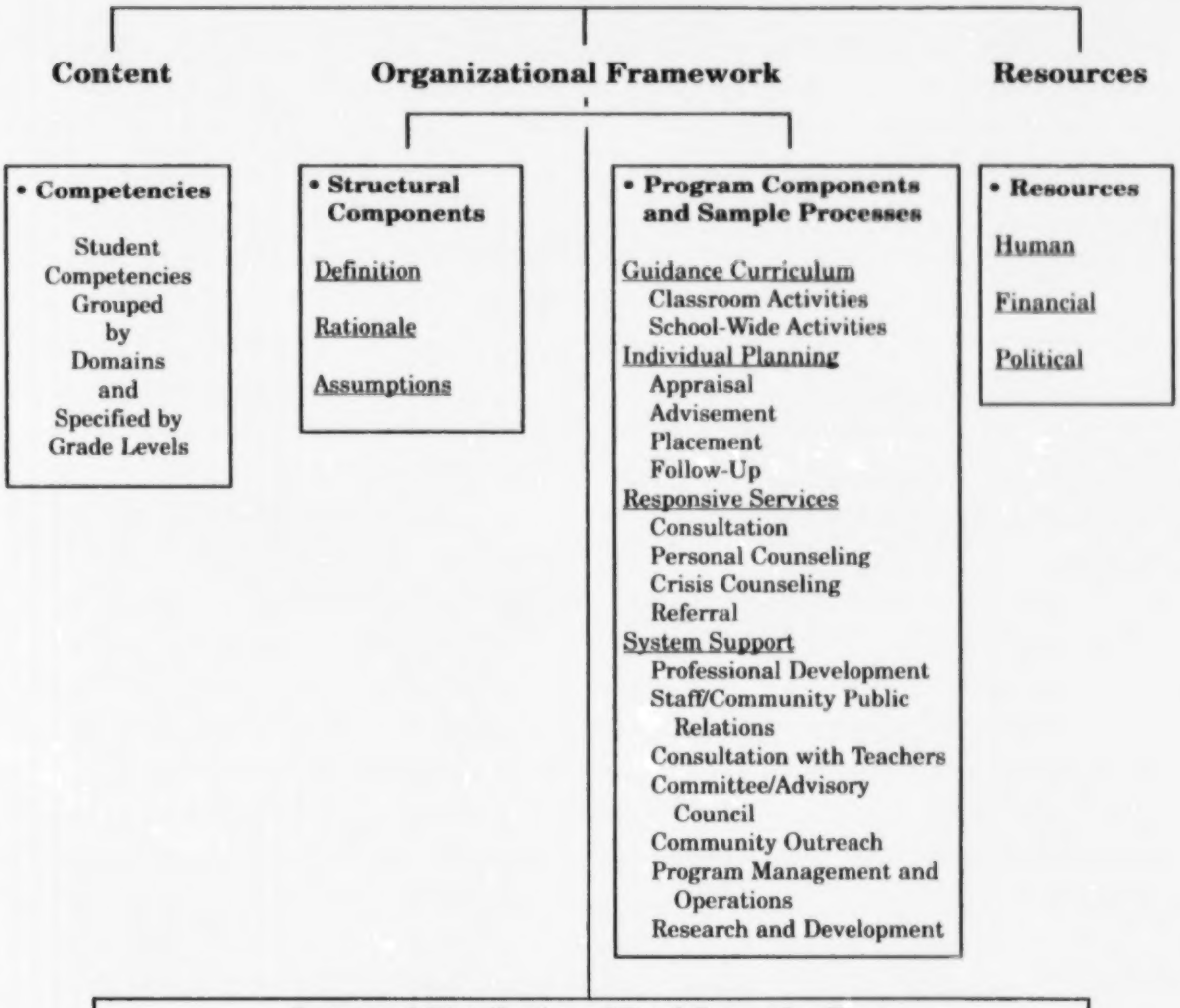
- Evaluate school counselor performance.
- Conduct program evaluation.
- Conduct results evaluation.
- Carry out the logistics of results evaluation.

Years 9 & 10: Enhancing — Redesigning Your Comprehensive Guidance Program

- Commit to the redesign process.
- Replan your program.
- Make new design decisions based on evaluation data and new information.
- Implement the new design.

Source: Dr. Norman C. Gysbers, "Developing and Managing Your School Guidance Program"

Comprehensive Guidance Program Elements



Suggested Distribution of Total Counselor Time

	Percentage Rate		
	Elementary School	Middle/Junior High School	High School
Guidance Curriculum	35–45	25–35	15–25
Individual Planning	5–10	15–25	25–35
Responsive Services	30–40	30–40	25–35
System Support	10–15	10–15	15–20
	100	100	100

Gain approval of the District's K-12 Comprehensive Guidance Program from administration and local school board.

Source: Dr. Norman C. Gysbers, "Developing and Managing Your School Guidance Program"

Program Components and Sample Processes

Guidance Curriculum

The guidance curriculum consists of structured developmental experiences presented systematically through classroom and group activities in Grades K-12. The purpose of the guidance curriculum is to provide all students at all levels with knowledge of normal growth and development, to promote their positive mental health, and to assist them in acquiring and using life skills. While the counselor's responsibilities include the organization and implementation of the guidance curriculum, the cooperation and support of the entire faculty and staff are necessary for its successful implementation. The guidance curriculum is delivered through classroom and group activities.

Individual Planning

Individual planning consists of activities that help all students plan, monitor, and manage their own learning as well as their personal and career development. Individual planning is implemented through such strategies as:

Individual Appraisal: Counselors work with students analyzing and evaluating the students' abilities, interests, skills, and achievement. Test information and other data are the bases for assisting students in developing immediate and long-range plans.

Individual Advisement: Counselors work with students using personal-social, educational, career and labor market information in planning personal, educational, and occupational goals. Counselors work with students on developing a four-to six-year plan of study. The combined involvement of students, parents, and school personnel is essential in planning programs that meet student needs.

Responsive Services

Responsive services are activities to meet the immediate needs and concerns of students whether these needs or concerns require counseling, consultation, referral, or information. Responsive services are delivered through such strategies as:

Consultation: Counselors consult with parents, teachers, other educators, and community agencies regarding strategies to help students.

Personal Counseling: Counseling is provided on a small-group or individual basis for students expressing difficulties in dealing with relationships, personal concerns, or normal developmental tasks. Personal counseling assists students in identifying problems, causes, and possible consequences so that appropriate action is taken.

Source: Dr. Norman C. Gysbers, "Developing and Managing Your School Guidance Program"

Crisis Counseling: Counseling and support are provided to students, and their families, who are facing emergency situations. Such counseling is normally short-term and temporary in nature. When necessary, appropriate referral sources are used.

Referral: Counselors use referral sources to deal with crises such as suicide, violence, abuse, and terminal illness.

System Support

System support includes management activities that establish, maintain, and enhance the total guidance program. This component is implemented and carried out through activities in the following areas:

Professional Development: Counselors need to be involved regularly in updating their professional knowledge and skills.

Staff and Community Relations: This involves orienting staff and the community to the comprehensive guidance program through such means as newsletters, local media, and school-community presentations.

Consultation with Teachers: Counselors need to consult with teachers and other staff members regularly in order to provide information, to support staff, and to receive feedback on emerging needs of students.

Advisory Councils: Serving on departmental curriculum committees, community committees, or advisory boards are examples of ways to gain support for the guidance program and, at the same time, support other programs in the school and community.

Community Outreach: Included are activities designed to help counselors become knowledgeable about community resources and referral agencies, field trip sites, employment opportunities, and local labor market information. This may involve counselors visiting local businesses, industries, and social service agencies on a periodic basis.

Program Management and Operations: This includes the planning and management tasks needed to support activities conducted in a comprehensive guidance program. It also includes responsibilities that need to be handled by members of the school staff.

Research and Development: Guidance program evaluation, data analysis, follow-up studies, and the continued development and updating of guidance learning activities and resources are some examples of the research and development work performed by counselors.

Source: Dr. Norman C. Gysbers, "Developing and Managing Your School Guidance Program"

Four Program Components of a Comprehensive School Guidance Program

Guidance Curriculum **Provides guidance content in a systematic way to all students K-12**	**Individual Planning** **Assists students in planning, monitoring, and managing their personal and career development**	**Responsive Services** **Addresses the immediate concerns of students**	**System Support** **Includes program, staff, and school support activities and services**
Purpose Student awareness, skill development, and application of skills needed in everyday life	**Purpose** Student educational and occupational planning decision making, and goal setting	**Purpose** Prevention, intervention	**Purpose** Program delivery and support
Areas Addressed • Self-esteem development • Motivation to achieve • Decision making, goal setting, planning, and problem-solving skills • Interpersonal effectiveness • Communication skills • Cross-cultural effectiveness • Responsible behavior • Awareness of educational opportunities • Knowledge of career opportunities • Knowledge of vocational-technical training	**Areas Addressed** • Educational - Acquisition of study skills - Awareness of educational opportunities - Appropriate course selection - Lifelong learning - Utilization of test data • Career - Knowledge of career opportunities - Knowledge of career training/ education - Need for positive work habits - Develop a 4-to 6-year plan of study • Personal-Social - Development of healthy self-concepts - Development of adaptive and adjustive social behavior	**Areas Addressed** • Academic concerns • School-related concerns - tardiness - absences and truancy - misbehavior - school-avoidance - dropout prevention • Relationship concerns • Physical/Sexual/Emotional abuse • Grief/loss death • Substance abuse • Family issues • Sexuality issues • Coping with stress	**Areas Addressed** • Guidance program planning and development • Parent education • Teacher/administrator consultation • Professional development - Educators - Counselors • School improvement planning • Research • Community outreach • Public relations • Advisory councils/committees
Counselor's Role Structured Groups Consultation Guidance Curriculum Implementation	**Counselor's Role** Assessment Planning Placement	**Counselor's Role** Individual and Small Group Counseling Consultation Referral	**Counselor's Role** Program Management Consultation Coordinator

Source: Dr. Norman C. Gysbers, "Developing and Managing Your School Guidance Program"

PLAN ★ Example of an Assessment

Staff and Community Needs Assessment

Local School District Career Development

We are asking your help to improve the career development program in your school district. Please show how important each need is for the following three groups of students. Read each need carefully and circle the number of your response.

1 = Strongly Disagree **3 = Agree**
2 = Disagree **4 = Strongly Agree**

Elementary Students Need:

a.	To understand the importance of a good self-concept	1	2	3	4
b.	To have skills to get along with others	1	2	3	4
c.	To have an awareness of their own growth and change	1	2	3	4
d.	To understand why educational achievement is important	1	2	3	4
e.	To understand the relationship between school and a job	1	2	3	4
f.	To understand the use of job information	1	2	3	4
g.	To know the importance of being responsible and having good work habits	1	2	3	4
h.	To understand how work contributes to society	1	2	3	4
i.	To understand how to make decisions	1	2	3	4
j.	To recognize how work, family, and community are related	1	2	3	4
k	To be aware of the changing male and female roles in occupations	1	2	3	4
l.	To understand the importance of career planning	1	2	3	4

Middle School/Junior High Students Need:

a.	To recognize how one's self concept influences decisions	1	2	3	4
b.	To understand the importance of working well with others	1	2	3	4
c.	To have knowledge of personal changes and growth	1	2	3	4
d.	To have knowledge of the benefits of educational achievement to career opportunities	1	2	3	4
e.	To understand the relationship between a career and educational achievement	1	2	3	4
f.	To have skills to locate, understand, and use career information	1	2	3	4
g.	To have knowledge of the necessary skills to find and obtain a job	1	2	3	4
h.	To understand how work relates to the economy and needs of the society	1	2	3	4
i.	To have skills to make decisions	1	2	3	4
j.	To understand how work, family, and community are related	1	2	3	4
k.	To have knowledge of different occupations and changing male/female roles	1	2	3	4
l.	To understand the process of career planning	1	2	3	4

(continued on next page)

High School Students Need:

a.	To understand the influence of a positive self-concept	1	2	3	4
b.	To have skills to interact positively with others	1	2	3	4
c.	To understand the impact of personal growth and development	1	2	3	4
d.	To understand the relationship between educational achievement and career planning	1	2	3	4
e.	To understand the need for positive attitudes toward work and learning	1	2	3	4
f.	To have skills in locating, evaluating, and interpreting career information	1	2	3	4
g.	To have the necessary skills to select, enter, and progress through the world of work	1	2	3	4
h.	To understand how the needs of society influence the nature and structure of the job market	1	2	3	4
i.	To have skills in making informed decisions	1	2	3	4
j.	To understand the interrelationships of life roles	1	2	3	4
k.	To understand the continuous changes in male and female roles within the workplace	1	2	3	4
l.	To make sound decisions when planning a career	1	2	3	4

Background Information

a. If you were a student today, could a career development program make a difference in your career choice? (Circle number of your response.)

1. Yes 2. No

b. I would rate my knowledge of the Career Development process as: (Circle number.)

1. Very Knowledgeable
2. Somewhat Knowledgeable
3. Not Knowledgeable At All

c. Which of the following describes you? (Circle the numbers of all that apply.)

1. Elementary Teacher
2. Middle School/Junior High Teacher
3. High School Teacher
4. School Administrator
5. Counselor
6. Parent
7. Other (Please Specify) _____

d. What is your gender: (Circle number.)

1. Female 2. Male

Thank you for your help with this important project.

(Refers to the National Career Development Guidelines.)

DESIGN + Example of Student Competencies

National Career Development Guidelines

The National Career Development Guidelines (NCDG) represent a major nationwide effort to foster career development at all levels. They are a competency-based approach to career development designed to help plan quality career guidance and counseling.

The Guidelines address four developmental levels — Elementary School, Middle School/Junior High School, Senior High School, and Adult. They focus on three career development areas — self-knowledge, educational and occupational exploration, and career planning. The NCDG contain competency areas that represent knowledge, skills, and abilities individuals should master in order to deal effectively with their own career development. The NCDG also identify specific indicators that describe behaviors needed to demonstrate mastery of career development competencies.

The National Career Development Guidelines were developed to assist the process of creating a national awareness that certain competencies are required of students to be prepared for the world of work in the 21st century. The National Guidelines are intended to strengthen existing guidance programs, **not to replace them.** The source of these NCDG is the National Occupational Informational Coordinating Committee (NOICC).

Elementary Level

SELF-KNOWLEDGE

Competency I: **Knowledge of the Importance of a Positive Self-Concept**

Indicators:
- Describe positive characteristics about self as seen by self and others.
- Identify how behaviors affect school and family situations.
- Describe how behavior influences the feelings and actions of others.
- Demonstrate a positive attitude about self.
- Identify personal interests, abilities, strengths, and weaknesses.
- Describe ways to meet personal needs through work.

Competency II: **Skills to Interact Positively With Others**

Indicators:
- Identify how people are unique.
- Demonstrate effective skills for interacting with others.
- Demonstrate effective skills in resolving conflicts with peers and adults.
- Demonstrate positive group membership skills.
- Identify sources and effects of peer pressure.
- Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
- Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

Competency III: **Awareness of the Importance of Growth and Change**

Indicators:
- Identify personal feelings.
- Identify ways to express feelings.
- Describe causes of stress.
- Identify and select appropriate behaviors to deal with specific emotional situations.
- Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
- Demonstrate knowledge of good health habits.

EDUCATIONAL AND OCCUPATIONAL EXPLORATION

Competency IV: **Awareness of the Benefits of Educational Achievement**

Indicators:
- Describe how academic skills can be used in the home, workplace, and community.
- Identify personal strengths and weaknesses in subject areas.
- Identify academic skills needed in several occupational groups.
- Describe relationships among ability, effort, and achievement.
- Implement a plan of action for improving academic skills.
- Describe school tasks that are similar to skills essential for job success.
- Describe how the amount of education needed for different occupational levels varies.

Competency V: **Awareness of the Relationship Between Work and Learning**

Indicators:
- Identify different types of work, both paid and unpaid.
- Describe the importance of preparing for one's career.
- Demonstrate effective study and information-seeking habits.
- Demonstrate an understanding of the importance of practice, effort, and learning.
- Describe how current learning relates to work.
- Describe how one's role as a student is like that of an adult worker.

Competency VI: **Skills to Understand and Use Career Information**

Indicators:
- Describe work of family members, school personnel, and community workers.
- Identify occupations according to data, people, and things.
- Identify work activities of interest to the student.
- Describe the relationship of beliefs, attitudes, interests, and abilities to occupations.
- Describe jobs that are present in the local community.
- Identify the working conditions of occupations (e.g., inside/outside, hazardous).
- Describe ways in which self-employment differs from working for others.
- Describe how parents, relatives, adult friends, and neighbors can provide career information.

Competency VII: Awareness of the Importance of Personal Responsibility and Good Work Habits

Indicators:
- Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.
- Demonstrate positive ways of performing work activities.
- Describe the importance of cooperation among workers to accomplish a task.
- Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender, people with disabilities).

Competency VIII: Awareness of How Work Relates to the Needs and Functions of Society

Indicators:
- Describe how work can satisfy personal needs.
- Describe the products and services of local employers.
- Describe ways in which work can help overcome social and economic problems.

CAREER PLANNING

Competency IX: Understanding How to Make Decisions

Indicators:
- Describe how choices are made.
- Describe what can be learned from making mistakes.
- Identify and assess problems that interfere with attaining goals.
- Identify strategies used in solving problems.
- Identify alternatives in decision-making situations.
- Describe how personal beliefs and attitudes affect decision-making.
- Describe how decisions affect self and others.

Competency X: Awareness of the Interrelationship of Life Roles

Indicators:
- Describe the various roles an individual may have (e.g., friend, student, worker, family member).
- Describe work-related activities in the home, community, and school.
- Describe how family members depend on one another, work together, and share responsibilities.
- Describe how work roles complement family roles.

Competency XI: Awareness of Different Occupations and Changing Male/Female Roles

Indicators:
- Describe how work is important to all people.
- Describe the changing life roles of men and women in work and family.
- Describe how contributions of individuals both inside and outside the home are important.

Competency XII: Awareness of the Career Planning Process

Indicators:
- Describe the importance of planning.
- Describe skills needed in a variety of occupational groups.
- Develop an individual career plan for the elementary school level.

MIDDLE/JUNIOR HIGH SCHOOL LEVEL

SELF-KNOWLEDGE

Competency I: **Knowledge of the Influence of a Positive Self-Concept**

Indicators:
- Describe personal likes and dislikes.
- Describe individual skills required to fulfill different life roles.
- Describe how one's behavior influences the feelings and actions of others.
- Identify environmental influences on attitudes, behaviors, and aptitudes.

Competency II: **Skills to Interact Positively With Others**

Indicators:
- Demonstrate respect for the feelings and beliefs of others.
- Demonstrate an appreciation for the similarities and differences among people.
- Demonstrate tolerance and flexibility in interpersonal and group situations.
- Demonstrate effective skills in responding to criticism.
- Demonstrate effective group membership skills.
- Demonstrate effective social skills.
- Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

Competency III: **Knowledge of the Importance of Growth and Change**

Indicators:
- Identify feelings associated with significant experiences.
- Identify internal and external sources of stress.
- Demonstrate ways of responding to others when under stress.
- Describe changes that occur in the physical, psychological, social, and emotional development of an individual.
- Describe physiological and psychological factors as they relate to career development.
- Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

EDUCATIONAL AND OCCUPATIONAL EXPLORATION

Competency IV: **Knowledge of the Benefits of Educational Achievement to Career Opportunities**

Indicators:
- Describe the importance of academic and occupational skills in the work world.
- Identify how the skills taught in school subjects, academic and contextual, are used in various occupations.
- Describe individual strengths and weaknesses in school subjects.
- Describe a plan of action for increasing basic educational skills.
- Describe the skills needed to adjust to changing occupational requirements.
- Describe how continued learning enhances the ability to achieve goals.
- Describe how skills relate to the selection of high school courses of study.
- Describe how aptitudes and abilities relate to broad occupational groups.

Competency V: **Understanding the Relationship Between Work and Learning**

Indicators:
- Demonstrate effective learning habits and skills.
- Demonstrate an understanding of the importance of personal skills and attitudes to job success.
- Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations.

Competency VI: **Skills to Locate, Understand, and Use Career Information**

Indicators:
- Identify various ways that occupations can be classified.
- Identify a number of occupational groups for exploration.
- Demonstrate skills in using school, community, and technological resources to learn about occupational groups.
- Identify sources to obtain information about occupational groups, including self-employment.
- Identify skills that are transferable from one occupation to another.
- Identify sources of employment in the community.

Competency VII: **Knowledge of Skills Necessary to Seek and Obtain Jobs**

Indicators:
- Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
- Describe terms and concepts used in describing employment opportunities and conditions.
- Demonstrate skills to complete a job application.
- Demonstrate skills and attitudes essential for a job interview.

Competency VIII: **Understanding How Work Relates to the Needs and Functions of the Economy and Society**

Indicators:
- Describe the importance of work to society.
- Describe the relationship between work and economic and societal needs.
- Describe the economic contributions workers make to society.
- Describe the effects that societal, economic, and technological change have on occupations.

CAREER PLANNING

Competency IX: **Skills to Make Decisions**

Indicators:
- Describe personal beliefs and attitudes.
- Describe how career development is a continuous process with a series of choices.
- Identify possible outcomes of decisions.
- Describe school courses related to personal, educational, and occupational interests.
- Describe how the expectations of others affect career planning.
- Identify ways in which decisions about education and work relate to other major life decisions.
- Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
- Identify the requirements for secondary and postsecondary programs.

Competency X: **Knowledge of the Interrelationship of Life Roles**

Indicators:
- Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.
- Identify how work roles at home satisfy needs of the family.
- Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.
- Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
- Describe advantages and disadvantages of various life role options.
- Describe the interrelationship among family, work, and leisure decisions.

Competency XI: **Knowledge of Different Occupations and Changing Male/Female Roles**

Indicators:
- Describe advantages and problems of entering nontraditional occupations.
- Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.
- Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

Competency XII: **Understanding the Process of Career Planning**

Indicators:
- Demonstrate knowledge of exploratory processes and programs.
- Identify school courses that meet tentative career goals.
- Demonstrate knowledge of academic and school-to-work transition opportunities offered at the high school level.
- Describe skills needed in a variety of occupations, including self-employment.
- Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.
- Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.

HIGH SCHOOL LEVEL

SELF-KNOWLEDGE

Competency I: **Understanding the Influence of a Positive Self-Concept**

Indicators:
- Identify and appreciate personal interests, abilities, and skills.
- Demonstrate the ability to use peer feedback.
- Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
- Demonstrate an understanding of environmental influences on one's behaviors.
- Demonstrate an understanding of the relationship between personal behavior and self-concept.

Competency II: Skills to Interact Positively With Others

Indicators:
- Demonstrate effective interpersonal skills.
- Demonstrate interpersonal skills required for working with and for others.
- Describe appropriate employer and employee interactions in various situations.
- Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

Competency III: Understanding the Impact of Growth and Development

Indicators:
- Describe how developmental changes affect physical and mental health.
- Describe the effect of emotional and physical health on career decisions.
- Describe healthy ways of dealing with stress.
- Demonstrate behaviors that maintain physical and mental health.

EDUCATIONAL AND OCCUPATIONAL EXPLORATION

Competency IV: Understanding the Relationship Between Educational Achievement and Career Planning

Indicators:
- Demonstrate how to apply academic and occupational skills to achieve personal goals.
- Describe the relationship of academic and occupational skills to personal interests.
- Describe how skills developed in academic and occupational programs relate to career goals.
- Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
- Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
- Describe how learning skills are required in the workplace.

Competency V: Understanding the Need for Positive Attitudes Toward Work and Learning

Indicators:
- Identify the positive contributions workers make to society.
- Demonstrate knowledge of the social significance of various occupations.
- Demonstrate a positive attitude toward work.
- Demonstrate learning habits and skills that can be used in various educational situations.
- Demonstrate positive work attitudes and behaviors.

Competency VI: Skills to Locate, Evaluate, and Interpret Career Information

Indicators:
- Describe the educational requirements of various occupations.
- Demonstrate use of a range of career information resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).
- Demonstrate knowledge of various classification systems that categorize occupations and industries.
- Describe the concept of career ladders.

Describe the advantages and disadvantages of self-employment as a career option.
Identify individuals in selected occupations as possible information resources, role models, or mentors.
Describe the influence of change in supply and demand for workers in different occupations.
Identify how employment trends relate to education and training.
Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

Competency VII: Skills to Prepare to Seek, Obtain, Maintain, and Change Jobs

Indicators:
Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
Demonstrate academic or occupational skills required for a full- or part-time job.
Demonstrate skills and behaviors necessary for a successful job interview.
Demonstrate skills in preparing a resumé and completing job applications.
Identify specific job openings.
Demonstrate employability skills necessary to obtain and maintain jobs.
Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and change).
Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.
Demonstrate an understanding that job opportunities often require relocation.
Demonstrate skills necessary to function as a consumer and manage financial resources.

Competency VIII: Understanding How Societal Needs and Functions Influence the Nature and Structure of Work

Indicators:
Describe the effect of work on lifestyles.
Describe how society's needs and functions affect the supply of goods and services.
Describe how occupational and industrial trends relate to training and employment.
Demonstrate an understanding of the global economy and how it affects each individual.

CAREER PLANNING

Competency IX: Skills to Make Decisions

Indicators:
Demonstrate responsibility for making tentative educational and occupational choices.
Identify alternatives in given decision-making situations.
Describe skills/aptitudes needed to qualify for desired postsecondary education/training.

Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.
Identify steps to apply for and secure financial assistance for postsecondary education and training.

Competency X: Understanding the Interrelationship of Life Roles

Indicators:
Demonstrate knowledge of life stages.
Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits)
Describe ways in which occupational choices may affect lifestyle.
Describe the contribution of work to a balanced and productive life.
Describe ways in which work, family, and leisure roles are interrelated.
Describe different career patterns and their potential effect on family patterns and lifestyle.
Describe the importance of leisure activities.
Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

Competency XI: Understanding the Continuous Changes in Male/Female Roles

Indicators:
Identify factors that have influenced the changing career patterns of women and men.
Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.
Identify courses appropriate to tentative occupational choices.
Describe the advantages and problems of nontraditional occupations.

Competency XII: Skills in Career Planning

Indicators:
Describe career plans that reflect the importance of lifelong learning.
Demonstrate knowledge of postsecondary occupational and academic programs.
Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.
Describe school and community resources to explore educational and occupational choices.
Describe the costs and benefits of self-employment.
Demonstrate occupational skills developed through volunteer experiences, part-time employment, or school-to-work transition programs.
Demonstrate skills necessary to compare education and job opportunities.
Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

IMPLEMENT ▲ Example of Educator Staff Development Competencies

Staff Development Needs

Directions: Circle the number to show ***very important*** to ***not important*** as it relates to the statement.

Staff Development Activities	Very Important		Slightly Important	Not Important
Formal, graduate-level coursework in career development, counseling, testing and assessment, and career information.	4	3	2	1
Workshops and conferences, including activities sponsored by professional associations or qualified providers.	4	3	2	1
Site visits to other programs to allow career development staff to observe successful programs and career development activities, and question others about how to use the activities most effectively.	4	3	2	1
Independent study — Recommendations for independent learning materials and experiences can be obtained from the state agency or counselor educators.	4	3	2	1
Inservice Education:				
Introduction to Career Development	4	3	2	1
Career Development Infusion	4	3	2	1
Learning Styles	4	3	2	1
Cooperative Learning	4	3	2	1
Career Resource Centers	4	3	2	1
Parental Involvement	4	3	2	1
Implementation of Plans of Study	4	3	2	1
Business/Industry Connection	4	3	2	1
Career Mentoring Training	4	3	2	1
Dropout Prevention	4	3	2	1
Teachers as Advisors	4	3	2	1
Peer Relationships	4	3	2	1
Study Skills	4	3	2	1
_____	4	3	2	1
_____	4	3	2	1
_____	4	3	2	1
_____	4	3	2	1
_____	4	3	2	1

Identifying the Process Evaluation Procedures

The program process will be evaluated for its successful impact by teachers, administrators, staff, and advisory team members. Begin by determining what aspects of your career development program you want to evaluate and decide how you will obtain the data required. The following list of specific process evaluation questions can serve as a guide.

Process Evaluation Questions

1. **Mission**
   a. Is the mission still appropriate or will it be revised?

2. **Career Development Standards**
   a. Does the program address all of the competencies and indicators?
   b. Does the program deliver these as specified in the sequence of delivery?

3. **Program Processes**
   a. Were the activities for each indicator conducted?
   b. Were they provided to all intended participants?
   c. Were they delivered as scheduled?
   d. Were there problems in delivery of specific activities?
   e. Are there suggested improvements for specific activities?

4. **Program Structure**

   Leadership
   a. Did the program leaders carry out their responsibilities?
   b. Did they have adequate time to coordinate the program?
   c. What problems did they have in coordinating the program?

   Staffing
   a. Did program staff members carry out their responsibilities?
   b. Did they have adequate time to complete these responsibilities?
   c. What problems did staff encounter in delivering the program?

   Facilities
   a. Is adequate and appropriate physical space provided for the program? If not, what improvement is needed?
   b. Is adequate equipment provided for the program? If not, what additional materials are needed?
   c. Are necessary materials provided for the program? If not, what additional materials are needed?
   d. Are necessary supplies provided for the program? If not, what additional supplies are needed?

Budget

a. Were adequate financial resources provided for the program? What additional financial resources are needed?

Management

a. Were the tasks specified on the management plan completed as scheduled?
b. Is the program coordinated with other programs? Are there any coordination problems? How might coordination be improved?
c. Were measures developed for each of the standards? Were they administered on schedule?
d. Was a summary report of individual and group attainment of competencies and indicators developed?
e. What public relations activities were conducted? What additional activities might be conducted?
f. Were staff development needs assessed? Were individual and group staff development plans developed? Did staff receive adequate orientation on the revised program? Did they receive other staff development experiences? What additional staff development needs have been identified?
g. Has a plan been developed to support coordination with other entities that provide career development?

Identifying Product Evaluation Procedures

Career development competencies cover a variety of knowledge, skills, and abilities across cognitive and affective areas. The emphasis is not only on knowledge but also on the application of knowledge in career planning. Described below are several methods for measuring career development standards.

- Locally developed career assessment
- Follow-up studies
- Interviews
- Diaries and journals
- Checklists
- Observations
- Role playing situations
- Career portfolio

Source: National Development Guidelines, Trainer's Manual, Career Development Training Institute

EVALUATION ◆ Example of Action Plan

Counseling Action Plan
The Counselor and Career Development

The Counselor and Career Development								The Counselor and Career Development			
Current Status			What is the status of the career development/counseling program in your school?	Desired status within two years			How will you achieve these goals within two years?	How will you achieve these goals in two years?			
Yes	Some-what	No		In Place	In Progress	In Planning	What needs to be done and what new knowledge, information, or skills do counselors, teachers, and others need to do it?	How can this be accomplished?	Who can help?	Cost?	How will you know if it works?
			1. Career development is an equal partner in the school's developmental guidance program.								
			2. Counselors provide all students with interest and aptitude assessments, as well as interpretation.								
			3. Counselors have access to resources that explain options such as Tech Prep and youth apprenticeship.								
			4. All middle school students prepare a career development plan and assemble a portfolio with annual updates.								
			5. All sophomore students develop a career options plan and portfolio addressing high school preparation for postsecondary options such as Tech Prep, youth apprenticeship, four-year college, or work.								
			6. Counselors provide school/community-wide activities promoting technical as well as other career options.								
			7. Counselors also provide information to all students about technical careers and opportunities in two-year and four-year colleges.								
			8. Counselors pay attention to and support participation of women, minorities, and at-risk students in nontraditional careers such as those in technical areas.								
			9. All students have access to state and national printed and computerized career, occupational, and educational information provided by the state career system.								
			10. All teachers have access to state and national printed and computerized career, occupational, and educational information system resources for their classroom.								
			11. All parents have easy access to and can utilize career planning information resources with their children.								
			12. Nontraditional careers/higher-wage opportunities are thoroughly explained for all students and parents.								
			13. Teachers have curriculum materials for integrating developmental guidance competencies into their content areas.								

Center on Education and Work, UW Madison www.cew.wisc.edu

BEST COPY AVAILABLE

EVALUATION ◆ Example of Self-Evaluation

Self-Evaluation of a Comprehensive Guidance Program

The self-evaluation of a comprehensive guidance program enables a school to determine the direction for the development of new programs. Schools may also use the self-evaluation to assess their current programs and make improvements or refinements.

The purpose of the guidebook is to provide information and assistance in initiating a comprehensive guidance program. The guidebook describes the key elements of a guidance program and explains how to document the process for the application.

These award programs seek to promote, identify, and recognize schools that have developed effective career guidance programs for students. The benefits of participating include evaluating your guidance program, achieving recognition at the state level with certificates and plaques, publicizing your program in the state newsletter and local paper, state counseling meeting, and gaining school/community support for your efforts. The state honoree's application is sent to compete for a national award.

When the self-evaluation indicates the guidance program has satisfactorily met the guidelines, it is time to submit an application for recognition as an exemplary guidance program with one or more of the following organizations:

Award/Eligible	Contact Organization for Application and Guidebook
Planning for Life – Sixth Grade through Adult The purpose of *Planning for Life* is to promote an effective career planning process for youth and adults in various settings. It is designed to recognize exemplary Grade 6–Adult programs.	ASCA and OSCA American and Oklahoma School Counselor Association www.schoolcounselor.org
ABC's Awards — Grades K-8 *The ABC's Award* recognition program is intended to promote effective career awareness and exploration programs leading to a career planning process for youth and adults. It is designed to recognize exemplary K-8 programs. The new award is a companion to the "Planning for Life" national recognition program.	Guidance Division of the Oklahoma Department of Career and Technology Education and the National Consortium for State Guidance Leadership Contact: Janet Hawkins, Career Information Specialist jhawk@okcareertech.org

Career Planning Self-Evaluation Process and Application Review Criteria

The program's six criteria and associated indicators are explained below. The point scale is the same as the one used by your state and national reviewers to rate your application. Based on their review of your documentation and other information provided, they will assign the appropriate number of points for each indicator. A rating of (0) is the lowest point value, meaning there is no evidence provided or the criteria was not addressed. This is also intended for use in reviewing and rating individual/local applications and/or as a self-review instrument.

Vision — An understanding of how the philosophy of a career planning program connects to the school's mission.

Criteria	Points for Each Indicator			
• The audience is defined to determine the key groups to be involved and to whom the purpose should be communicated.	0	1	2	3
• It is determined how information will be disseminated and in what form it will be.	0	1	2	3
• It is decided who will be responsible for organizing and following through on communicating the purpose of career planning for the various groups.	0	1	2	3
• The clarity of purpose is documented through policy statements, printed materials, announcement, or minutes.	0	1	2	3

Total Points: _____

Program Management — The degree to which the program ensures coordination, articulation, and transition from grade to grade and from level to level.

Criteria	Points for Each Indicator			
• Planning sessions are held in which the vision of the program is developed and the commitment is established.	0	1	2	3
• Staff development opportunities are planned, and efforts are organized that will lead to career planning for all students.	0	1	2	3
• Public relations initiatives are coordinated to ensure that accurate information is communicated to the public.	0	1	2	3
• Individuals and groups are identified and brought together for periodic discussions about the career planning and implementation process.	0	1	2	3

Total Points: _____

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Comprehensiveness — The degree to which the program addresses all participants and ensures that all career and education opportunities are available to all students.

Criteria	Points for Each Indicator			
• All students participate in a structured career planning process based on a comprehensive set of outcomes or competencies.	0	1	2	3
• Career planning activities are conducted at all levels.	0	1	2	3
• Education and training are explored without limitations imposed because of gender, race, or physical condition.	0	1	2	3
• A variety of assessment tools are used, and new assessments are conducted as needed.	0	1	2	3
• Individual abilities, aptitudes, achievements, and interests form the base of goal setting and career planning.	0	1	2	3
• Extracurricular activities support and assist the career planning process.	0	1	2	3
• Career planning is ongoing, and students are encouraged to use their plans frequently and systematically.	0	1	2	3
• In school-based career planning, parents, teachers, community members, and employers are provided adequate support information to carry out their respective roles.	0	1	2	3
• A written, documented plan is developed by and for each participant.	0	1	2	3

Total Points: _____

Collaboration — The degree to which schools, families, business, labor, industry, and community share program ownership.

Criteria	Points for Each Indicator			
• Partnerships exist between school, home, business, and community, and evidence supports team collaboration.	0	1	2	3
• Parental involvement with their children's career planning is evident.	0	1	2	3
• Employers, administrators, counselors, teachers, and students work as a team to define the goals of the program.	0	1	2	3

Total Points: _____

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Commitment — Ongoing investment of resources in the program by school, family, business, labor, industry, and community.

Criteria	Points for Each Indicator
• Indications of school board and administrative commitment through actions and positions they have taken such as requiring a written career plan, authorizing financial resources, or providing endorsements.	0 1 2 3
• School counselors and career guidance personnel demonstrate their leadership by establishing career planning as a priority for their time and commit to leading staff development activities related to career planning or other similar actions.	0 1 2 3
• Teachers and school staff commit by supporting the career planning process and encouraging students to participate.	0 1 2 3
• Business, labor, and industry leaders commit by working with school boards and administrators to ensure that all students have a career plan and are willing to serve as consultants to the students or provide other work-based activities for the students.	0 1 2 3
• Parent/caregivers commit by expressing support for career planning to school boards and administrators and encourage local businesses to become involved.	0 1 2 3
• Students show commitment by becoming personally involved in creating their own career plans and encouraging other students to do the same.	0 1 2 3

Total Points: _____

Program Evaluation — The degree to which the program provides evidence of student and/or program success.

Criteria	Points for Each Indicator
• An assessment of individual needs is conducted to assist in identifying student competencies.	0 1 2 3
• Students are systematically assisted in their development of knowledge, understanding, and skills.	0 1 2 3
• Developmentally appropriate student competencies are specified for each grade level.	0 1 2 3
• The career planning activities are based on priority need areas.	0 1 2 3
• The career planning program is delivered through individual, small group, and large group activities.	0 1 2 3
• Teachers incorporate appropriate competency-based learning activities into their classroom curriculum and instruction.	0 1 2 3
• Student growth in career planning is systemically assessed by annually evaluating the student competencies.	0 1 2 3

Total Points: _____

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Suggestions and Tips for New Counselors

Use the visuals, forms, letters, and Internet sites to organize your program. These simple tools will help beginning and seasoned counselors navigate through the year.

Group Rules (Visual Clues)

Paige Pulscher, Counselor, Monroe Middle School, Tulsa

PARTICIPATION

RIGHT TO PASS

MUTUAL RESPECT

Yourself Others Things

LISTENING

NO PUT DOWNS

Paige Pulscher, Counselor, Monroe Middle School, Tulsa

Counseling Referral Form

Student Name _____ Teacher _____

Address _____ Phone _____

Name of Parent or Guardian _____

Entered this School _____ from _____
(Date) (Former School)

Check behaviors observed:

_____ physical limitation	_____ overactive	_____ daydreams
_____ eating problems	_____ aggressive	_____ fights
_____ sarcastic	_____ withdrawn	_____ tantrums
_____ moody	_____ alcohol use	_____ sleep problems
_____ steals	_____ lies	_____ drug use
_____ abuse symptoms	_____ bizarre behavior	
_____	_____	_____

Friends _____ has few _____ has many _____ has none

Give a summary of grades: _____

_____

Behavior problems: _____

_____

_____

Relationship to other students: _____

_____

Has child ever been placed in a special class? ___ LD ___ EMH ___ ED ___ none

_____ Repeated a grade? Which grade? _____

Comments: _____

_____

Date referred _____

Date received _____

Date of counseling _____

_____

_____

Paige Pulscher, Counselor, Monroe Middle School, Tulsa

Discipline With Dignity Intervention Form

Student _____

Date _____

Grade _____

Teacher _____

Student Behavior:

1. Tardy #
2. Materials not on hand
3. Uncooperative
4. Negative response to verbal warnings
5. Conflict with another student
6. Inappropriate language used
7. Inappropriate gestures made in class
8. Other (please explain) _____

Action Steps That Have Been Taken:

Conference with the student: Date_____ Outcome of conference_____

_____

_____

Note sent home with the student: Date _____ Outcome of note _____

_____

_____

Telephoned the parent: Date _____ Outcome of phone call _____

_____

_____

Student referred to the counselor: Date _____ Outcome of meeting _____

_____

_____

Conference with student, parent, teacher, and maybe counselor: Date: _____

Outcome _____

_____

Discipline Referral: Date _____ Outcome _____

_____

_____

Paige Pulscher, Counselor, Monroe Middle School, Tulsa

Special Recognition for the Month

Teachers:

Please recognize a student from your team for the areas listed below. The students will be recognized for their outstanding behavior in the areas listed during the forums that will be held for your team. I will get the certificate ready and hand them out if you will just turn the name in to me a week before the forum.

Please turn this form in by_____ so that I will have time needed to get certificates printed and ready to go.

1. Math student of the team for the month
2. Science student of the team for the month
3. Geography student of the team for the month
4. Language Arts student of the team for the month

Students who exhibited appropriate and helpful life skills will be recognized. Please list the students who exhibited a life skill in a positive way, what life skill they exhibited, and what they did. You may have more than one of these, but do try to limit it to around five.

1. _____
2. _____
3. _____
4. _____
5. _____

Students of the month will also be recognized for outstanding behavior, academic work, good citizenship, excellent exhibition of life skills, and whatever other expectations your team would like to add. Please list your students of the month also.

(Class Teacher) _____

(Class Teacher) _____

(Class Teacher) _____

(Class Teacher) _____

Paige Pulscher, Counselor, Monroe Middle School, Tulsa

Date _____

Dear Parent/Guardian of _____

The teachers at _____ are committed to providing the best educational learning environment possible for every student. Understanding that our students' parents or guardians play a key role in promoting this environment, we strongly encourage and support parental involvement at our school.

This letter is written in hopes that you can help us impress on your child the importance of his or her academic achievement. Your child has earned ____ F's on his or her progress report for the past nine weeks. I am concerned that your child does not understand that he or she is in danger of making a failing grade for the course.

Please call _____to set up an appointment to meet with your child's teachers. I would be glad to help you meet with his or her teachers in an effort to increase _____ academic potential.

Respectfully,

Counselor

Paige Pulscher, Counselor, Monroe Middle School, Tulsa

Date _____

Dear Parent/Guardian:

During the first two grading quarters, a minimum of four reports were sent home regarding your child's academic progress: progress reports, parent conference notices, grade checks, and report cards. A review of our records indicate that _____ has failed the following subjects:

_____

_____

_____

_____

_____

A minimum of five credits must be earned for placement in the eighth grade, and your child has earned _____.

For the second semester, it is possible to earn only two and one-half credits.

A meeting has been scheduled to discuss the academic progress of your child. Please plan to attend this meeting scheduled for _____.
(day of week, date, time)

Sincerely,

_____ _____

Counselor Principal

Date _____

Teachers:

The parent/guardian of _____
has called and would like to meet with your team.
The appointment is set for _____
on _____ the _____.
The team should focus on discussing the following matters, which are of concern to the parents/guardians: _____

If you have any questions, please contact me.
I appreciate your help with the parental meetings and the positive support that you bring.

Thanks,

Counselor

Paige Pulscher, Counselor, Monroe Middle School, Tulsa

Date _____

Dear _____:

The parent of _____
would like for you to contact him/her at the following number _____.

The parent/guardian called wanting to know how _____ was doing in class.

Thank you for your help in communicating with the parents of our students.

If you have any questions, please see me, and I will be glad to answer them.

Thanks,

Counselor

Parental Request for Grades

To: Teachers of _____

To: Parents/Guardians of _____

Date: _____

From: _____, Counselor

The parents/guardians of the student listed above have requested a grade check on their child. Please complete this and turn it in to me by _____.

Social Studies: _____

Science: _____

Math: _____

Language Arts: _____

Behavior in class: _____

Number of missed assignments: _____

Make-up work that can be done: _____

_____

Please include any worksheets that are needed.

Paige Pulscher, Counselor, Monroe Middle School, Tulsa

School Service Application
2001-2002

Name _____

Grade _____

ID Number _____

Why would you like to be a school service assistant?

_____

_____

Attitude: Come to school with a good attitude.

Confidentiality: As a school service worker, it is important to remember that any information pertaining to another student or teacher must be left in the office.

Grades: You must make all A's, B's, and C's. If you fall below this level, you will be placed back in your exploratory class.

Discipline: You must conduct yourself in a professional manner and assist where you are needed. If you are suspended from school, you will no longer be in school service.

_____student signature

_____parent signature

_____teacher recommendation

_____teacher recommendation

_____counselor signature

Student Contact to Counselor

Name: _____

Date: _____

Counselor I would like to see:

I need to see the counselor because _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

The counselor will send you an appointment time during one of your classes. Your teacher will give you this time. It will be your responsibility to keep that appointment.

Counselor Contact to Student

Counselor Meeting

To: _____

Date: _____

Please allow _____ to come to the counselor's office at _____ on the _____.

He/She has requested to see the counselor. I appreciate you for giving this your attention. If the time is not convenient, please notify me so that I can change the time.

I do not want our students to miss something in class. They need to be there for instructional time. There will be no problem in rescheduling this appointment.

Thanks,

Counselor

Internet Sites for Counselors and Teachers

The Web site addresses were accurate, and all content was appropriate on the following Web sites during the development and production of this product. However, because Web sites sometimes change, the Guidance Division assumes no responsibility for a site's content. The inclusion of a Web site does not constitute an endorsement of that site's other pages, products, or owners. You are encouraged to verify all Web sites before using them.

Newsletter

The American Counseling Association (ACA) publishes a free electronic newsletter that can be delivered to the counselor's mailbox every other Thursday. Sign up to receive this newsletter by going to http://www.counseling.org/enews/subscribe

Projects and Ideas

The ***Champions of Active Learning*** program is an initiative designed to encourage and support innovative instructional programs that result in improved achievement for students in the middle grades. Specifically, the goal of the program is to help schools find creative ways to actively engage students in their own learning through hands-on activities and instruction. This program is funded by the JPMorgan Chase Foundation. To learn more about the specific programs developed by middle grade teachers throughout the country, contact this site: http://www.publiceducation.org/resources/chase3.htm

Library Power is a national program designed to improve teaching and learning by revitalizing library and media programs in public elementary and middle schools across the country. Using the school library media program as a catalyst for school improvement, the Library Power program is demonstrating new ways of educating young people and making an impact in schools nationwide. Contact this site: http://www.librarypower.org/

Career Related Sites

http://www.quintcareers.com/career_resources.html
Access this extensive teacher career resources tool kit, which organizes the best career resources available on the Web in categories for easy searching.

Content Specific Web Sites

http://www.nytimes.com/learning/
The New York Times' ***Learning Network*** provides short news articles and daily quizzes as well as an extensive collection of lesson plans relating to news articles and features. Some articles relate to careers.

http://www.eduplace.com
Education Place provides free K-8 resources for teachers, students, and parents. Its resources can be used to enhance student learning in reading, language arts, science, social studies, and math.

Online Lesson Plans

http://school.discovery.com/schrockguide/
Kathy Schrock's Guide for Educators is an online source of useful Web resources for teachers, including lesson plans, links to other sites, and tips for evaluating materials.

http://school.discovery.com
Discover School provides a broad array of online materials, including lesson plans and classroom activities, for both teachers and students.

http://www.kn.pacbell.com/edfirst/
Pacific Bell's ***Education First*** Web site offers links to sites containing lesson plans and Internet learning activities.

A Comprehensive Guidance Plan will allow a school district to:

Make all subject matter more meaningful and relevant through the infusion/integration of career concepts.

Navigating Streams of Paper

"I have so much paperwork that I've little time to actually counsel," is the lament of many school counselors. I've discovered three tools that provide organization and sanity in my busy, demanding guidance position. These three lifesavers are:

- A three-ring binder
- Daily log
- Work files

Three-Ring Binder

This is very helpful for organizing the sundry notes and sample forms that begin accumulating from the first day on the job. Initially, I started with a 1½-inch binder, but before the end of the year, I had expanded to a 3-inch binder.

The following arrangement has served me well, but each situation will be different, so use what seems applicable to our given circumstances. I've listed just a few examples of documents you might place behind designated dividers.

Inside front cover sleeve:
Place blank, three-hole-punched log sheets.

Within binder, front to back:

1. Log sheets in date order, with the most current logs forward
2. Clear sleeves containing
   - school map
   - bell schedule
   - lunch schedule
   - faculty and staff roster
   - magazine clippings on stress management (Hey, it's your book — put anything legal you want in it!)
3. Labeled dividers
   - *beginning of the year* – orientation dates, notes on class lists and teachers desiring to do homebound duty or tutor
   - *computer data* – notes to help you navigate your computer system
   - *end of the year* – copies of end-of-year forms given to teachers to complete, your own to-do lists, and failure notice information
   - *Exceptional Student Education* (ESE) – ESE class hours calculated list, grade class lists of ESE students and ESE forms with other notes written directly on them
   - *ESE referrals* – procedural outline, referral forms with notes recorded on them and notes pertinent to referral process
   - *General* – This section is for everything that doesn't fit elsewhere. These may be separate divisions if you have enough information on any one area – homebound and home schooling information; sample forms of child study team report and referral for county mental health; attendance policy; dress code policy; phone, fax machine, and copier operation.
   - *Individual Education Plan* (IEP) and staffing meetings – examples of parent letters, notes on required forms, who attends, what to do if a parent requests a student be removed from the program, what to do after IEP/staffing, and notes on gifted program
   - *Limited English Proficient* (LEP) – notes on meanings of terms like LY (student is being served in the program), LZ (student can cope in

regular classroom), tracking procedures, and structure of LEP committee
- *Registering* – example of forms and list of items needed to register (birth certificate, health record, proof of residence)
- *Scheduling* – copy of master course schedule (I keep a separate working schedule in my desk tray.), notes on changing and withdrawing students from classes, and retained student list
- *Testing* – guidelines for participation in state and district assessments and alternative assessments
- *504/Academic Instruction Plan* (AIP) – notes on who qualifies for plans and procedures for scheduling meetings to serve or dismiss a student

Daily Log

During your internship to become a guidance counselor, it is usually required that you complete a log of your time and activities for the necessary hours. Although I had not observed any of my mentors keeping track of their daily activities, it was a useful device that this avid journalist has found beneficial on more than one occasion. The most important data to record are names and dates.

Though I have never verbally referred to my log as evidence, I have on many occasions been able to say, "On 'such and such' a date, I saw 'so and so' or I mailed 'such and such.'"

Consider this tool a private journal rather than a public record. It is not meant as legal evidence but as a personal crutch to maneuver around the variety of tasks and interruptions a counselor must handle. A daily log gives me peace of mind, if nothing else. I refer to it time and again to see if I have completed an activity; which students were referred, when; what date I counseled a particular child; and if, or when, a teacher memo was sent.

Here is a short version of my log sheet:

Counselor's Log for: January	
Time	**Activity**

Work Files

I have six hanging file folders at the front of my desk file drawer, where they are easily accessible. They are labeled for the five workdays – Monday through Friday – and "Next Week." Their purpose is to provide an easy method of follow-up and a quick start for the day, as well as preventing misplacement of important papers. Simply go to the appropriate day of the week and complete the work within that folder. Mondays are the day to also look at the "Next Week" folder then distribute its contents among the daily folders.

These three simple tools, followed faithfully, can help beginning counselors navigate the new job territory. They will help the experienced counselor tame the growing encroachment of the paper jungle and lessen the strain of accountability to students, parents, teachers, and administrators.

Permission granted from the Association for Career and Technical Education, *Techniques*, October 2001. Cheryl Bennett-Abney is a middle school counselor in Clewiston, Florida.

Learning Styles

Every person has a learning style — it's as individual as a signature. Knowing their students' learning styles enables teachers to recognize the patterns in which students concentrate best. Learning styles are the result of many influences — and we all have some preferences. Certain learning style characteristics are biological, while others are developed through experience.

A number of studies have found that students' achievements increase when teaching methods match their learning styles. Some of the findings of these studies are summarized below:

- The need for sound remains fairly consistent during the elementary school years, but increases as adolescence begins. As adolescence passes, the need for sound appears to return to its previous normal level.
- The younger the children, the less light they need. About every five years, most children require significantly more light than they previously required.
- Boys tend to require more mobility than girls and find sitting for any length of time difficult.
- Students in Grades 9-12 experience a greater need to learn and study alone than at any other interval.
- The higher the grade level, the less teacher-motivated students become. However, all students attained significantly higher achievement and attitude scores when learning with an authority figure.
- Studies of dropouts, underachievers, at-risk, and career and technical education students indicate that, as a group, they are not morning people. In fact, about 60 percent of students are not morning-alert. Of these, the majority are most alert in the late morning and early afternoon. About 13 percent are "night owls" who are able to concentrate on difficult material in the evening.
- Most teachers are early morning, high-energy people who often experience lows after 1 p.m.
- Most students can master the same content; how they master it is determined by their individual styles. The closer the match between the teacher's teaching style and each student's learning style, the higher the grade point average.
- When preference and environment are matched, student performance yields significantly higher test scores.

Individual learning styles are typically categorized as:

- **Visual/spatial** — learn best through seeing
- **Auditory/verbal/linguistic** — learn best through hearing, talking, and paying careful attention to words
- **Tactile/kinesthetic** — learn best through doing
- **Analytic** — learn best by first organizing discrete bits of information and then moving from these specific ideas to more general ideas
- **Global** — learn best by starting with broad topics that they relate to personally and then moving on to the details

Most students will have a preferred learning style, but many will exhibit preferences across several learning styles.

Those who suggest that students should learn to adapt to their teacher's teaching style disregard the biological nature of style. Identifying learning styles as a basis for providing responsive instruction has never been more important than now, as educators meet the needs of a diverse student population. No learning style is better or worse than another. Since each style has similar intelligence ranges, a student cannot be labeled or stigmatized by having any type of style.

Some examples of student and teacher learning style inventories are provided within the appendix. A detailed learning style (Grades 5-12) that investigates five specific subtopics, work on learning in a group or alone, and written or oral expression is located in *Building Blocks for Career Awareness,* CS1204.

Additional Information on Learning Styles

These Internet sites include a survey and learning strategies.

http://www.metamath.com/lsweb/dvclearn.htm
– Diablo Valley College, CA

http://www.mxctc.commnet.edu/clc/survey.htm
– Middlex Community College, CT

Source: *Teaching and Learning Strategies for ALL Students,* CS1206
This guide is designed to provide educators with research-based teaching methods that can be individualized to create greater learning opportunities for students with disabilities or who are at risk of dropping out of school.
Contact: Consumer Service Division, Oklahoma Department of *Career*Tech, 1-800-654-4502.

OK EPAS — EXPLORE, PLAN, ACT

ACT's **Educational Planning and Assessment System (EPAS)®** was developed in response to the need for all students to be prepared for high school and the transitions they make after graduation.

EXPLORE is designed to help eighth graders explore a broad range of options for their future. The EXPLORE program prepares students not only for their high school coursework but also for their post-high school choices. It marks an important beginning for a student's future academic and career success.

PLAN helps tenth graders build a solid foundation for future academic and career success. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years.

Interpreting and Using EXPLORE, PLAN, and ACT

Student Planning
http://www.act.org/explore/ppt.html
http://www.act.org/plan/ppt.html
School counselors and educators may use these presentation visuals to help students and their parents understand their results.

- Career exploration and education planning – 8th grade – EXPLORE
  - Tailoring four-year plan for high school
  - World of Work Map for career possibilities
- Career and educational planning – 10th grade – PLAN
  - Review four-year plan based on PLAN results
  - World of Work Map for further career exploration or planning
- Preparing for life – 11th and 12th grades – ACT

Assessment – EXPLORE, PLAN, and ACT
- Includes English, Mathematics, Reading, and Science Reasoning
- Based on ACT's Standards for Transition

Instructional Support
- Professional Development provided by State Regents Student Preparation Staff
- "Connecting Test Results to Classroom Practice" for each test curriculum area
- Curriculum Review Worksheets
- Score Reports

Evaluation
- Monitor student performance over time
- Assess the strengths and potential weaknesses of school programs

Any school, public or private, may choose to participate in EPAS at no charge if it agrees to administer both EXPLORE and PLAN and make them available to all students.

For more information, contact:
Dr. Cynthia Brown
Oklahoma State Regents for Higher Education
405-225-9156
cbrown@osrhe.edu

Oklahoma Labor Market Information

How is labor market information (LMI) obtained?

Labor market information is compiled from reports and from sample-based surveys using media, paper forms, and telephone interviews, both personal and automated.

The Economic Research and Analysis (ER&A) Division of the Oklahoma Employment Security Commission (OESC) and like units in state employment security agencies nationwide gather data on employment and wages in their state from employers covered by unemployment compensation. State employment security agencies and the U.S. Census Bureau also use surveys of employers and households to gather sample data about LMI components such as employment, earnings and hours, occupations by industry and labor force status.

Why is LMI needed?

LMI provides a foundation for analyzing the economic health of Oklahoma down to the local level. Oklahoma data are combined with data from the rest of the United States to build estimates of national employment and unemployment and the gross domestic product.

LMI tracks ever-changing state and national occupational employment patterns, identifying occupational opportunities that are many and that are few. It projects growth occupations and occupations bound to decline.

Source: http://www.oesc.state.ok.us/lmi

When is LMI used?

Employers turn to LMI when considering expansion or relocation or when revising wage scales. Retailers use LMI when developing marketing plans. Educational planners use LMI when developing curricula. Regional planners use LMI when enticing new businesses. Administrators of nonprofit organizations use LMI when applying for grants. Real estate appraisers use LMI when determining property values. Investors use LMI when evaluating potential risks. Politicians use LMI when formulating campaign strategies. Private citizens use LMI when conducting job searches. Career counselors guiding students incorporate LMI when assessing their career choices.

What lesson plans are available for:

- Oklahoma Labor Market Information?
  - Education and Salary — Is There a Connection? Part I and Education and Salary Part II
- Nontraditional Female/Male Occupations?
  - Our Pizza Shack
  - Traditional and Nontraditional Roles
  - Gender Bias

Note: Lesson plans are included in this section.

Oklahoma Labor Market Information

Fastest-Growing Occupations and Largest Increase in Employment

The table below lists the occupations growing the fastest and having the largest numerical increase in employment by education and training category based on the 1998-2008 estimates.

Education/Training Category	Fastest-Growing Occupations	Occupations Having the Largest Numerical Category Increase in Employment
First-Professional Degree At least three years of full-time academic study beyond a bachelor's degree.	Health Practitioners, NEC	Physicians and Surgeons
	Chiropractors	Lawyers
	Veterinarians	Health Practitioners, NEC
	Physicians and Surgeons	Veterinarians
	Clergy	Chiropractors
Doctoral Degree At least three years of full-time academic study beyond a bachelor's degree.	Life Scientists, NEC	Postsecondary Teachers, NEC
	Computer Science Teachers, Post	Business Teachers, Postsecondary
	Health Specialties Teachers, Post	Education Teachers, Postsecondary
	Communications Teachers, Postsec.	Life Sciences Teachers, Postsec.
	Life Sciences Teachers, Postsec.	Life Sciences Teachers, Postsec.
Master's Degree One or two years of full-time academic study beyond a bachelor's degree.	Social Workers, Med/Psychiatric	Social Workers, Med/Psychiatric
	Physical Therapists	Counselors, Vocational/Education
	Speech Pathologists/Audiologists	Physical Therapists
	Operations Research Analysts	Speech Pathologists/Audiologists
	Urban and Regional Planners	Psychologists
Work Experience plus Bachelor's or Higher Degree Most occupations in this category are managerial. All usually require experience in a related nonmanagement position for which a bachelor's or higher degree is usually required.	Engineer/Nat Sci/Comp/Info Sys Mgrs	General Managers & Top Execs
	Medical/Health Service Managers	Managers & Administrators, NEC
	Management Analysts	Medical/Health Service Managers
	Human Resources Managers	Financial Managers
	Artists and Commercial Artists	Administrative Services Managers
Bachelor's Degree At least four years of full-time academic study beyond high school.	Computer Engineers	Teachers, Secondary School
	Systems Analysts	Systems Analysts
	Database Administrators	Computer Programmers
	Physician Assistants	Computer Scientists, NEC
	Computer Programmers	Teachers, Elementary School
Associate Degree At least two years of full-time academic study beyond high school.	Computer Support Specialists	Registered Nurses
	Dietetic Technicians	Computer Support Specialists
	Paralegals and Legal Assistants	Health Professionals/Parapro., NEC
	Physical Therapy Assistants/Aides	Paralegals and Legal Assistants
	Cardiology Technologists/Technicians	Med. Records/Health Info. Techns.

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Oklahoma Labor Market Information

Fastest-Growing Occupations and Largest Increase in Employment

Education/Training Category	Fastest-Growing Occupations	Occupations Having the Largest Numerical Category Increase in Employment
Postsecondary Vocational-Technical Training Postsecondary occupational programs lead to a certificate or other award but not a degree.	Data Processing Equip. Repairs	Licensed Practical/Voc. Nurses
	Central Office/PBX Installers/Rprs.	Automotive Mechns./Service Techns.
	Surgical Technologists	Hairdressers/Hairstylists/Cosmtgts.
	Emergency Med. Techns./Paramds.	Emergency Med. Techns./Paramds.
	Travel Agents	Data Processing Equipment Rprs.
Work Experience in a Related Occupation These occupations usually require skills and training acquired in a related occupation. They do not require a degree. Many are supervisory.	Private Detectives/Investigators	Marketing/Sales Supervisors
	Lawn Service Managers	Office/Admin. Support Supvrs./Mgrs.
	Locomotive Engineers	Service Supvrs./Mgrs. Super, NEC
	Instructors, Adult (Non-VocEd)	Food Service and Lodging Managers
	New Accounts Clerk, Banking	First Line Supervs: Prod./Operating
Long-Term, On-the-Job Training Requires more than 12 months of on-the-job training or combined work experience and formal classroom instruction, such as apprenticeships and employer-sponsored training. Individuals undergoing training typically are considered employed in the occupation.	Desktop Publishing Specialists	Maintenance Repairers, Gen. Util.
	Telephone/Cable TV Instlrs./Rprs.	Welders and Cutters
	Mobile Home Repairers	Cooks, Restaurant
	Actors/Directors/Producers	Telephone/Cable TV Instlrs./Rprs.
	Athletes/Coaches/Umpires/Rel.	Machinists
Moderate-Term, On-the-Job Training One to 12 months of combined on-the-job experience and informal training.	Medical Assistants	Machine Operators/Tenders, NEC
	Social/Human Service Assistants	Telmktrs/Door Sales/Related Wrkrs.
	Telmktrs./Door Sales/Related Wkrs.	Sales and Related Workers, NEC
	Camera Oprs., TV/Motion Pic./Video	Medical Assistants
	Sales Agents, Business Services	Sales Rprs., Mfg., and Wholesale
Short-Term, On-the-Job Training A short demonstration of job duties or one month or less of on-the-job experience or instruction.	Home Health Aides	Retail Salespersons
	Investigators, Clerical	Cashiers
	Meat/Poultry/Fish Cutters, Hand	Office Clerks, General
	Hand Packers and Packagers	Nursing Aides/Orderlies/Attends.
	Personal/Home Care Aides	Home Health Aides

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Source: http://www.oesc.state.ok.us/lmi/proj/et2.htm

Education and Salary — Is There a Connection? Part I

Activity

This activity will help the students describe the importance of academic and occupational skills in the world of work.

Related Subjects

Math
Instructional Technology
Information Literacy
Language Arts

National Career Development Guidelines

Competency IV

Knowledge of the benefits of educational achievement.

Suggested Oklahoma P.A.S.S. Concept

Grades 7-12
Research and Comparison

Activities

- Divide class into teams of four to six students.
- Ask each team to use the *Oklahoma Career Search* software to find the salary and employment outlook and the Oklahoma Labor Market Information Occupational List for the following areas:
  - At least three jobs that require no more schooling.
  - At least three jobs for which you must graduate from high school.
  - At least five jobs for which vocational-technical or two-year training is required.
  - At least two jobs for which a college education is required.
  - At least five jobs for which more than a college degree is required.
- Ask the teams to determine what comparisons can be made from their findings. Is there a relationship between earnings and education or between the employment outlook and salary?
- Have the teams make a chart or graph of their findings, including what (or "how much") each additional year of schooling is worth in salary. (Students can use other resources such as the *Occupational Outlook Handbook.*)

Evaluation

Students will be evaluated on the completeness of their research, accuracy, and clarity of the comparison chart, accuracy and clarity of what each year of education is worth, and team participation.

Materials/Supplies

Computer, *Oklahoma Career Search* software, *Occupational Outlook Handbook,* Oklahoma Labor Market Information, graph/chart paper or poster board, calculators, pen/pencil, markers

Additional Resources

Oklahoma Career Search software is available from the Oklahoma Department of Career and Technology Education, 800-654-4502, or can be ordered on-line at www.okcareertech.org/cimc.

Resource: Career Development Activities, Middle/Junior High CS1101. Order by calling 1-800-654-4502.

Education and Salary — Part II

Activity

The purpose of this activity is for students to research the cost involved to further one's education within a faster-growing occupation.

Related Subject

Math

National Career Development Guidelines

Competency IX

Skills to make decisions.

Suggested Oklahoma P.A.S.S. Concept

Grades 7-12

Self-Evaluation, Research

Activities

- Students will chose bachelor's degree, associate degree, and technology center for further education.
- Students will find the cost of attending the college, university, or technology center of their choice for one year. This is assuming the student takes 15 hours each semester to make a total of 30 hours.
- Research housing cost at the school and make estimates where data is not available.
- Discussion points:
  - Compare/contrast the costs of various educational options.
  - Is the cost of education higher or lower than expected?

Degree/ Certificate	Cost of Tuition for One Year (30 hours)	Fees	Housing (Room)	Dining Hall
Bachelor's				
Associate				
Technology Center				

Evaluation

Students will be evaluated on identifying and calculating educational costs, and discussing their results.

Materials/Supplies

Computer, *Oklahoma Career Search* software and/or Internet sites:
Oklahoma Higher Education
http://okhighered.org Locate college costs under the heading: Colleges and Universities. To reach the Internet sites, use the map of Oklahoma colleges and universities. College cost can be listed under Student Housing • Expected Cost • Bursar.
Eastern Oklahoma State College provides an excellent breakout for tuition and fees.
www.eosc.cc.ok.us/cost/cost.html

A Comprehensive Guidance Plan will allow a school district to:

Help each student come to a better understanding of their own needs, interests, and abilities.

Resource: Adapted from Career Development Activities, Mid-High / High School CS1102. Order by calling 1-800-654-4502.

Nontraditional Female Occupations

Below is a list of the 25 nontraditional female occupations with the most annual average job openings based on the 1998-2008 estimates. Nontraditional female occupations are those for which 25 percent or less of the total employed population is female.

Occupation Title	Average Annual Openings (1998-2008)	Percent of Women in Occupation (1990)
Chief executives and general administrators, public administration	1,540	23.59
Truck drivers	1,210	6.17
Auctioneers	560	9.84
Freight, stock, and material handlers, n.e.c.	520	10.95
Guards and police, except public service	500	13.66
Sales representatives, mining, manufacturing, and wholesale	480	17.66
Groundskeepers and gardeners, except farm	460	7.06
Welders and cutters	390	2.87
Sales workers, hardware and building supplies	367	24.60
Automobile mechanics, except apprentices	340	1.51
Supervisors, production occupations	330	18.71
Mail carriers, postal service	300	23.58
Carpenters, except apprentices	300	1.55
Physicians	270	17.71
Machinists, except apprentices	260	5.30
Supervisors, mechanics and repairers	240	6.55
Miscellaneous plant and system operators	230	8.33
Engineers, n.e.c.	200	8.13
Vehicle washers and equipment cleaners	180	12.48
Supervisors, construction n.e.c.	180	2.45
Telephone installers and repairers	179	12.64
Athletes	170	18.68
Sales workers, parts	150	12.20
Helpers, mechanics, and repairers	150	12.78
Miscellaneous material moving equipment operators	140	6.16

Source: http://www.oesc.state.ok.us/lmi/proj/nonwom.htm

Nontraditional Male Occupations

Below is a list of the 25 nontraditional male occupations with the most annual average job openings based on the 1998-2008 estimates. Nontraditional male occupations are those for which 25 percent or less of the total employed population is male.

Occupation Title	Average Annual Openings (1998-2008)	Percent of Male in Occupation (1990)
Cashiers	2,590	19.95
General office clerks	1,970	14.52
Waiters and waitresses	1,760	16.61
Sales workers, apparel	1,213	19.30
Registered nurses	1,070	6.92
Nursing aides, orderlies, and attendants	900	11.92
Kitchen workers, food preparation	750	21.96
Teachers, elementary school	670	20.88
Secretaries	670	0.79
Health aides, except nursing	650	18.82
Receptionists	610	3.22
Management related occupations, n.e.c.	590	22.30
Licensed practical nurses	590	6.56
Bookkeepers, accounting, and auditing clerks	430	9.53
Maids and housemen	390	14.39
Bank tellers	330	8.73
Food counter, fountain and related occupations	300	23.44
Early childhood teacher's assistants	280	2.16
Teacher's aides	230	9.56
Teachers, prekindergarten and kindergarten	270	1.85
Dental assistants	200	2.35
Family child care providers	200	2.66
Hairdressers and cosmetologists	160	7.88
File clerks	160	11.55
Teachers, special education	150	19.17

Source: http://www.oesc.state.ok.us/lmi/proj/nonmal.htm

Our Pizza Shack

Activity

This activity will help students to develop an awareness of different occupations and describe how people are capable of performing many different types of work.

Related Subjects

Social Studies
Language Arts

National Career Development Guidelines

Competency XI
Awareness of the different occupations and changing male/female roles

Suggested Oklahoma P.A.S.S. Concept

Elementary
Simulation, Discussion

Activities

- Construct several toppings from the colored paper (onions, pepperoni, cheeses, sausage, etc.).
- Construct some large "empty" pizzas.
- Have some students order pizzas.
- Have the other students construct the pizzas in an assembly line.
- If there is "mass confusion," suggest that they select a manager.
- Rotate managers, customers, and pizza maker duties.
- Lead a discussion about the activity. Ask these and other questions:
  - **Were there any jobs that only the girls could do? Were there any jobs that only the boys could do?**
  - Was it fun to work in the restaurant?
  - Which job did you like best?
  - What was hard about the job you did?
  - What would happen if a person didn't do his or her job?
  - Why did we need a manager?

Evaluation

Evaluation will be based on a brief summary of the discussion explaining what was learned from the activity.

Materials/Supplies

Colored construction paper, colored pens/markers, scissors, several tables arranged to make an "assembly line"

A Comprehensive Guidance Plan will allow a school district to:

Focus on the importance of education and career training as preparation for a satisfying life.

Resource: Career Development Activities, Elementary CS1100. Order by calling 1-800-654-4502.

Traditional and Nontraditional Roles

Activity

Students will examine educational requirements of careers for male and female roles as part of this activity.

Related Subjects

Information Literacy
Art

National Career Development Guidelines

Competency XI

Knowledge of different occupations and changing male/female roles.

Suggested Oklahoma P.A.S.S. Concept

Grades 7-8
Research

Activities

- Discuss traditional and nontraditional roles.
- Have the students divide a piece of paper in half. Title one side "Male Roles" and the other side "Female Roles." (Note: Refer to "Nontraditional Female/Male Occupations" handout in this section.)
- Ask the students to write down as many jobs or roles as they can think of in each category.
- Post the lists on the chalkboard.
- Have each of the male students in class select one of the female jobs/roles to research. Have each of the female students research one of the male positions. They should list at least three facts about each job/role, including educational requirements.
- Ask the students to cut out pictures from magazines that relate to the job/role they researched and place on a poster board. Have the students write their research facts under the pictures.
- Lead a class discussion on how most occupations can be done by both men and women.
- Next, divide the class into teams. Mix the teams so that they include both males and females.
- Have the students brainstorm and record as many difficulties as they can think of for a woman working in a traditionally male position and for a man working in a traditionally female position.
- Ask the teams to compare and discuss findings with the other teams.

Evaluation

Students will be evaluated on their research, posters, team participation, and participation in class discussion.

Materials/Supplies

Research materials, magazines, poster board, paper, pen/pencil, scissors, glue, art supplies

A Comprehensive Guidance Plan will allow a school district to:

Prepare all persons completing secondary school with the knowledge and skills necessary to pursue further education and to also be employable.

Resource: Career Development Activities, Middle/Junior High CS1101. Order by calling 1-800-654-4502.

Gender Bias

Activity

The student will identify rights found in the Constitution, including its amendments.

Related Subject

Social Studies

National Career Development Guidelines

Competency XI

Understanding the continuous changes in male/female roles.

Suggested Oklahoma P.A.S.S. Concept

Grades 9-12

Research

Activities

- Students will explore differences in work between women and men.
- Distribute the "Female/Male Job Checklist" in this section to the students.
- Using the "Female/Male Job Checklist," have students identify the jobs that are defined as "women's work" and "men's work."
- Ask students to make additions to the checklist if they wish. These additions may be careers that the students have identified as being interested in and/or careers predominant in their hometown, etc.
- Have students place a checkmark by occupations on the "Female/Male Checklist" that are listed on the "Nontraditional Female/Male Occupations" handout.
- Have students discuss the results and implications. Use the following questions as a guide:
  - How did the number of jobs labeled "men's work" compare to those labeled "women's work?"
  - Do the men's jobs generally have more or less status or power than the women's jobs?
  - Do the women's jobs tend to require more or less education than the men's jobs?
  - Can distinctions be made according to the kind of work being done by men and women (working with people, data, or mechanical things)?
  - Do employers value physical appearances as more important in men's jobs or women's jobs? Why or why not?

Evaluation

Students will have identified which jobs on the list are traditionally male or female and have discussed some reasons why this may be true.

Materials/Supplies

"Female/Male Job Checklist," pen/pencil

Resource: Career Development Activities, Mid-High / High School CS1102. Order by calling 1-800-654-4502.

Female/Male Job Checklist

Name _____

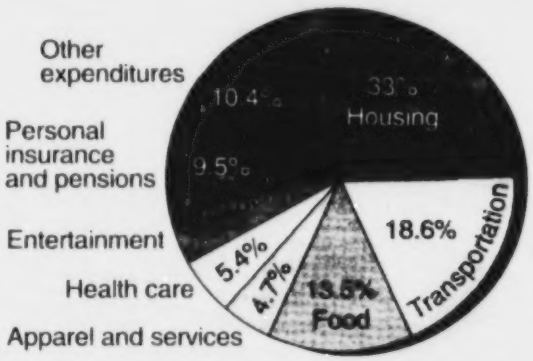
For the following occupations, check whether you believe it is a man's occupation, woman's occupation, or both.

JOB	M	F	B	JOB	M	F	B
Construction Worker				Plumber			
Flight Attendant				Librarian			
Social Worker				Recreation Director			
Secretary				Bank Teller			
Elementary Teacher				Dietician			
Hair Stylist				Nurse Aide			
Model				Security Guard			
Elderly Person's Companion				Cab Driver			
Store Clerk				Day Care Center Worker			
Veterinarian				Police Officer			
Physical Education Teacher				Bookkeeper			
Short Order Cook				Custodian			
Photographer				Lawyer			
Nurse				Gardener			
Dental Assistant				Radio Announcer			
Artist				Forest Ranger			
News Reporter				Homemaker			
Telephone Operator				Postal Worker			
Physical Therapist				Accountant			
Scientist				Musician			
Babysitter				English Teacher			
Newspaper Editor				Occupational Therapist			
Hotel/Motel Housekeeper				Farmer			
Cashier				Truck Driver			
Auto Technician				Landscaper			
Factory Worker				Tailor			
Pilot				Carpenter			
Professional Athlete				Dairy Producer			
Meat/Grain Inspector				Medical Doctor			
Computer Programmer				Architect			

On Your Own . . .
Can You Support Your Lifestyle?

It is never too soon to learn about budgets and how to make one work for you. This is an opportunity for you to practice stretching your paycheck. Are you ready?

This pie chart will give you an idea of how you may spend your paycheck. For example, 33 percent of your check may go to housing.



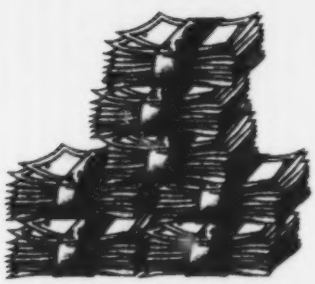
First, do you know the answers to these questions?

- $ How much does it cost to operate a car including gas, oil, and insurance?
- $ How much should you allow each month for housing and utility costs?
- $ What amount should you estimate for clothing, entertainment and health?

Let's take a look at an actual salary.

In Oklahoma, the yearly salary of a computer support specialist is $27,934.40 or $537.20 a week or $13.43 an hour. WOW! How difficult could it be to spend that much money? Not very difficult at all.

Before you even receive your paycheck, approximately 30 percent will automatically be taken out as state and federal taxes and FICA (social security) deductions. This leaves you with 70 percent of your paycheck to cover the following expenses.



	Yearly	Monthly	Weekly
Housing	$5,955.84	$494.32	$124.08
Car	$3,357.12	$279.76	$69.94
Food	$2,436.48	$203.04	$50.76
Clothes	$848.16	$70.68	$17.67
Health	$974.40	$81.12	$20.30
Entertainment	$884.16	$73.68	$18.42
Personal Insurance and Retirement	$1,714.56	$142.88	$35.72
Other Expenditures	$1,876.90	$156.40	$39.10

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On Your Own . . . Can You Support Your Lifestyle?

Now that you know where your money will go, you may want to give your budget items some additional thought:

Housing — Whether you rent an apartment or buy a home, approximately 28 percent of your paycheck will be spent on rent or a house payment. Another five percent will go for utility bills.

Car — If you own a vehicle, you should plan to spend money on gas and car repairs as well as the car payment.

Food — Food costs usually include eating at home and eating out.

Clothes — If you want to wear the latest trends, check your available cash first.

Health — You must have money to cover accidents or illness. You never know when they will happen.

Entertainment — How many times can you go to the movie, go to a concert, or go on a vacation?

Personal Insurance and Retirement — Is this something you will start working on now, or will you wait until later on?

Other Expenditures — Personal care items, house maintenance items, and other miscellaneous expenses show up here.

How do you know the amount of money you will need each month?

The answer is easy. Math. Yes, math! A little bit of simple math will help you budget for an apartment, a car, a pizza or two, and even a little fun.

Figure your monthly expenses:

To calculate how much of your monthly paycheck goes into each category, multiply your take-home pay by the percentage of the category. Use this formula to get your take-home pay.

_____	X	.70	=	_____
Monthly income (hourly wage x weekly hours) x 4		*Taxes (~30% of paycheck)*		*Take-home pay*

(Take-home pay)

_____	X	.33	=	_____	Housing
_____	X	.186	=	_____	Car
_____	X	.135	=	_____	Food
_____	X	.047	=	_____	Clothes
_____	X	.054	=	_____	Health
_____	X	.049	=	_____	Entertainment
_____	X	.095	=	_____	Personal Insurance and Retirement
_____	X	.104	=	_____	Other Expenditures

As you can tell, you will need quite a bit of money to live just a basic lifestyle. This is where additional education beyond high school can really pay off. The more education you have, particularly in math and science, the better job you will be able to find and enjoy. Attraction to a career is often due to the lifestyle of the worker. Good luck in making your career choices.

Tax authorities have tables for verifying precise tax figures withheld. Distribution of total annual expenditures by major category provided by Consumer Expenditure Survey, 1998, BLS.

Lesson plans on "Lifestyles" and "Budgets" for elementary through high school level follow this activity.

Big Spender

Activity

Students will use mathematical strategies to solve problems that relate to other curriculum areas and the real world.

Related Subject

Math

National Career Development Guidelines

Competency IX

Understanding how to make decisions.

Suggested Oklahoma P.A.S.S. Concept

Elementary

Self-Evaluation and Problem Solving

Activities

- Have the class decide on a total budget figure for the week, based on weekly allowances, earnings, etc.
- Ask each student to write three plans of how he/she could spend that amount of money.

  Examples might include:

  - A budget written during the first week of school.
  - A budget written three weeks before Christmas.
  - A budget written during summer vacation.
- Students may volunteer to present their budget to the rest of the class.
- Discuss students' feelings regarding budgets. Why are they important?

Evaluation

Evaluate students on their accurate completion of three budgets.

Materials/Supplies

Pens/pencil, paper, catalogs or newspaper flyers for prices

A Comprehensive Guidance Plan will allow a school district to:

Increase the student's abilities to explore and gather occupational information and make intelligent decisions concerning a life career.

Resource: Career Development Activities, Elementary CS1100. Order by calling 1-800-654-4502.

The Cost of Work

Activity

This activity will compare different lifestyles/roles with the costs involved to achieve them. Students will determine the lifestyles they wish to explore, develop budgets, and explore career possibilities to attain their lifestyles.

Related Subjects

Math
Social Studies
Instructional Technology
Information Literacy

National Career Development Guidelines

Competency X
Knowledge of the interrelationship of life roles.

Suggested Oklahoma P.A.S.S. Concept

Grades 6-8
Self-Evaluation

Activities

- Distribute the "Lifestyles" worksheet to the students. Ask them to answer the questions as completely as possible as this is the basis of the activity.
- Have students create a budget based upon the lifestyles they outlined on the worksheet. They can use the budget handout or create their own. They should be realistic in their figures.
- After they have completed their budgets, ask the students to think about careers they are interested in that would afford them the lifestyles they desire. For example, if they want to live in a home with a payment of $2,500 a month, drive a BMW, and vacation twice a year, they will need a high-paying career. They should consider careers that fit their interests and abilities as well as their budget. Have them create a list of three to four careers to research.
- Ask the students to figure the cost involved in the careers they select. Have them use *Oklahoma Career Search* software to help determine requirements, such as training and education, for the chosen careers. Their cost estimates should include such things as cost of training/education as well as the time needed to complete the training/education.
- Have students compare their career choices and list the pros and cons of each choice. For example, a high-paying career as a doctor requires many years of education, and the early years often require many more than 40 work hours a week, leaving little time for outside activities. On the other hand, a computer technician position might not pay as much but requires fewer years of training and has better work hours. Ask the students to determine which career paths would best fit the lifestyles/roles they wish to have in the future. Then ask them to write brief summaries, giving the reasons for their career choices.

Evaluation

Students will be evaluated on the completeness of their "Lifestyles" worksheet, budgets, identification of pros and cons, and their summaries.

Materials/Supplies

Computer, *Oklahoma Career Search* software, "Lifestyles" worksheet, "Budget" handout, list of Web sites with salary information, pen/pencil, paper

Additional Resources

Oklahoma Career Search software is available from the Oklahoma Department of Career and Technology Education, 800-654-4502, or can be ordered on-line at www.okcareertech.org/cimc

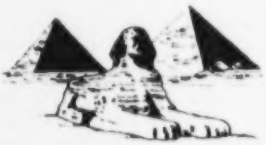
The "Budget" worksheet is just a sample budget. Explain to the students they need to add or delete items that do not fit into the lifestyles they selected earlier in the activity.

Resource: Career Development Activities, Middle/Junior High CS1101. Order by calling 1-800-654-4502.

A Comprehensive Guidance Plan will allow a school district to:

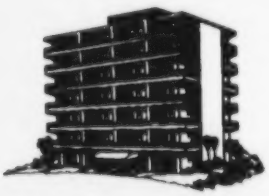
Make career education such a vital part of the on-going school activities that the student can relate classroom activity to later participation in the world of work and the obligations of citizenship.

Lifestyles



Think about the type of lifestyle you would like to have in 10 years. Answer the following questions to help you determine what you will need to do to achieve that lifestyle.

Where would you like to live (if in the United States, which state; if abroad, which country)?



What type of housing would you like (apartment, condo, single-family home, large estate, acreage, houseboat, etc.)?

Do you want to live alone, with roommates, with a spouse, etc.?

Would you prefer to work at home or outside your home?

How many hours a week do you plan to work outside the home?

What activities (sports, leisure activities, hobbies, community service, physical activity, travel, etc.) would you like to do in your spare time? Please list.

How often would you like to participate in these activities?

What type of vehicle would you like to drive?

Budget Worksheet

Income

Salary:

Other income (list):

Expenses

Savings:

Rent or mortgage:

Utilities:

Groceries:

Insurance (medical, life, etc.):

Health/medical expenses:

Clothing:

Transportation (include car payments, gas, insurance, upkeep):

Entertainment:

Outstanding debts (student loans, other loans, debts):

Child care:

Spending money:

Miscellaneous expenses (list):

Other (list):

Patterns of Life

Activity

The purpose of this activity is for students to research and discuss advantages and disadvantages of various lifestyles.

Related Subject

Math
Health

National Career Development Guidelines

Competency X
Understanding the interrelationship of life roles.

Suggested Oklahoma P.A.S.S. Concept

Grades 9-12
Self-Evaluation and Communication

Activities

- Students will identify the rewards and difficulties of different lifestyles as they relate to possible career choices.
- Distribute the "Lifestyle Patterns" handout.
- Have students form groups of four.
- Assign each group selected lifestyles to work with. (Example: Group A: Patterns 1, 4 and 7; Group B: Patterns 2, 5, and 8; Group C: Patterns 3, 6, and 9. If there are four groups, each group can do two lifestyles, etc.)
- Ask each group to brainstorm and record the advantages and disadvantages for one lifestyle at a time.
- Have students draw a line vertically down the center of a large piece of paper and write ADVANTAGES in one column and DISADVANTAGES in the other column.
- Ask students to share their ideas with the rest of the group by responding to the following questions:
  - Which lifestyles seem most appropriate or appealing to you?
  - How much time and energy has been set aside for being a parent?
  - How does this fit into your decision about lifestyles?
  - What kind of planning is needed if both parents continue to work while rearing a family?
  - If you plan for one parent to stay home when children are young, how can the stay-at-home parent keep up with his/her field in preparation to re-enter the workforce?
  - How does one of the careers you are considering relate to these patterns?

Evaluation

Students will be evaluated on group participation.

Materials/Supplies

"Lifestyle Patterns" handout, pen/pencil, large paper

Resource: Career Development Activities, Mid-High/High School CS1102. Order by calling 1-800-654-4502.

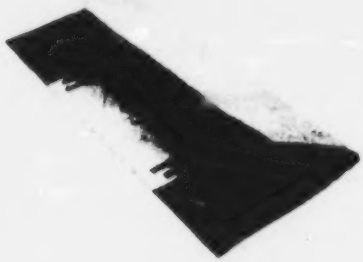
Lifestyle Patterns

All patterns assume completion of high school. These lifestyles are sequenced chronologically from left to right.

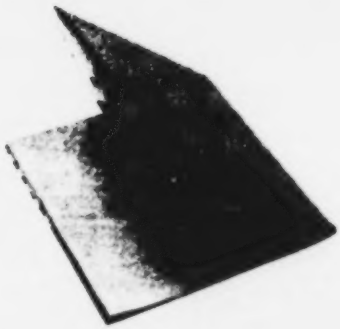
1. Marriage/childrearing/hobbies and community service.
2. Marriage/childrearing/education/ employment.
3. Marriage and employment/ education and childrearing/ employment when last child starts school.
4. Education/marriage/childrearing/no employment.
5. Education/marriage/childrearing/ employment when children leave home.
6. Education/marriage and employment/childrearing and part-time employment.
7. Education/marriage and employment/childrearing (household help) and employment.
8. Education/marriage/no children/ employment.
9. Education/single lifestyle/ employment.

Career Future Puzzle

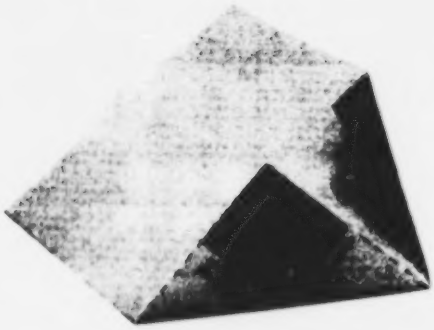
Step 1. Cut on dotted line.



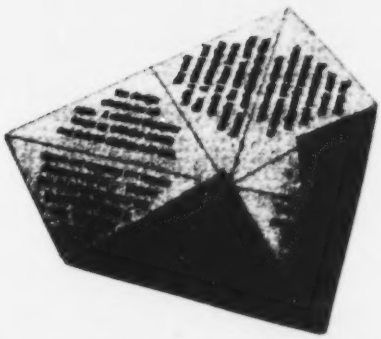
Step 2. Fold square in half with words inside.



Step 3. Fold in fourths to make a square.



Step 4. Open up paper with words facing down on table. Fold in each corner so that the corners touch in the middle.



Step 5. Turn paper with the cluster titles and occupations face down. Again, fold in each corner so they touch in the middle.

Step 6. Fold square in half and then in fourths to make a small two-inch square.

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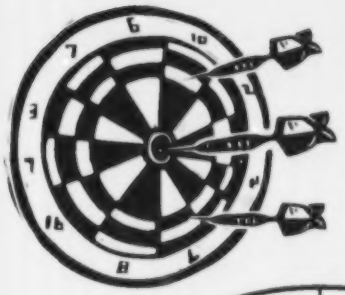
Cut along dash line.
Science and Technology Cluster
Open and close 5 times.
computer programmer
You write step-by-step instructions for computers. A computer programmer tells the computer what to do.
astronaut
You study outer space. An astronaut uses technical space flight equipment and controls to operate spacecraft.
cable TV installer
You run cable into houses for good pictures on the television. A cable TV installer checks the connections from the house to the cable box.
Repairers and Mechanics Cluster
Open and close 4 times.
musical instrument repairer
You tune, repair, or rebuild instruments. A musical instrument repairer enjoys hearing pianos, brass, and wind instruments perform perfectly.
Cut along dash line.
photographer
You work with a camera and film. A photographer needs to know how to operate the camera, set the lenses, and develop the film.
clothes designer
You design clothes for all ages. A clothes designer keeps up with the trends and fads so clothes will sell.
optometrist (eye doctor)
You help people see better. An optometrist treats eye problems with contacts or glasses.
dental assistant
You lay out tools, take X rays, and write in the patient's chart for the dentist. A dental assistant makes the dentist's job easier.
Design, Communication, and Art Cluster
Open and close 2 times.
Health Cluster
Open and close 3 times.
Cut along dash line.

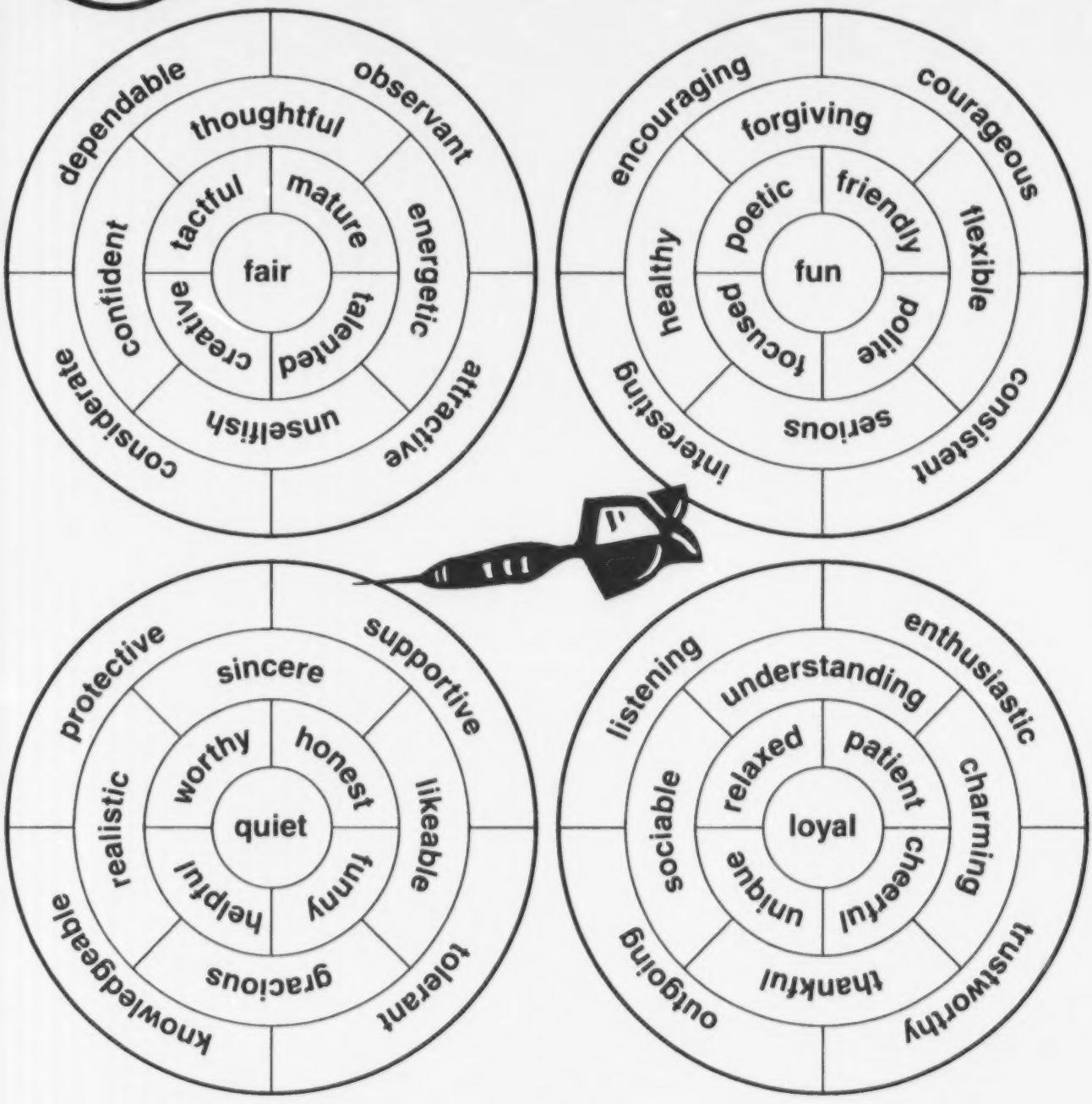
Step 7. Slip thumb and finger under cluster title flaps. Do the same with the other hand.

Step 8. Ask a friend to name a cluster title. Open and close puzzle the specified number of times. Ask what occupation is within that cluster. Read what that person would do for a future career.



On Target?

Circle 15 words on the targets that you would like your **friends** to use to describe you. Then below, write two sentences to tell what you would want your **best** friend to say about you.



Changing Times

In an extremely short span of time, digital technology has reshaped the way our society works and communicates. Match the familiar tools and equipment (first column) to the new related technology (second column).

____	1. Protractor/ruler/compass	A. Diagnostic computer
____	2. On-site learning with teaching in the classroom	B. Computer-Aided Design (CAD)
____	3. Assembly line of repetitive work	C. Distant learning
____	4. Start and stop car engine to determine why it's not working	D. Computers
____	5. Purchase a car at the dealer	E. Copy machine
____	6. Typewriters	F. Palm pilots
____	7. Answering machines	G. Order specified vehicle over Internet
____	8. Planners/calendars	H. Robotics
____	9. Phones/postage mail	I. Faxes/e-mail
____	10. Mimeograph machine	J. Ground Positioning System (GPS)
____	11. Resource library	K. Internet
____	12. Maps/location/target	L. Pagers

Answers on page 78.

Bulletin Board Ideas

- News articles on students in and out of school. Caption: "Hear Ye! Hear Ye!"

- Showcase school alumni from the community providing information on past and present school accomplishments. Caption: "I Was Once Like You"

- Copy of a completed plan of study. Caption: "It's Your Future — Map It Out"

- List of clubs and organizations offered at the school and list of soft skills that are taught through these organizations. Caption: "Learning Continues Outside the Classroom"

- Cooperative agreements between your school district, technology center, and colleges. Caption: "Banking College Credit"

- Enlarge the pie graph from the article "On Your Own . . . Can You Support Your Lifestyle?" Caption: "Where Does All the Money Go?"

- Cut out magazine pictures showing the following:

  BMW / Ford

  Stereo Equipment / Boombox

  In-ground Swimming Pool / Wading Pool

  Well-Dressed Person / Person Wearing Jeans

  Large Home / Small Home

  RV / Tent

  Caption: "What Is Your Lifestyle — Can You Support It?"

Career *Poster* Contest
November 2002
Celebrating Excellence in Career Development

Sponsored by the
Oklahoma Career Development Association (OCDA) and the
Oklahoma Department of Career and Technology Education

Eligibility: There are six divisions: Primary (Grades K-2), Intermediate (Grades 3-5), Middle Grades (Grades 6-8), Senior (Grades 9-12), Adult-Student (enrolled in school), and Adult (18 and older, not enrolled in school).

Theme: The poster should reflect the theme: "Celebrating Excellence in Career Development." Each poster's topic must relate to the theme or subtheme. Subtheme: "Celebrating My Favorite Career."

Judging Criteria: Judging will be based on originality, creativity, and development of national theme. Attention will be focused on basic art principles and appropriate use of media and lettering. **Only posters judged as first-, second-, and third-place school winners should be sent for judging in the state contest.**

Lettering: Simple, bold lettering is preferred. Captions may be used to convey the message, attract attention, and achieve goals of clarity, vigor, and originality. All letters will be considered part of the design.

Media: Ink, pencil, collage, poster paints, magic marker, acrylic, photography, computer-generated graphics, oil, or cut and pasted paper.

NEW Size: **Each poster must be created in 8½- by 11-inch format.**

Display: Posters are to be displayed in the student's school during National Career Development Month in November. Winning posters must be sent to the Oklahoma Department of Career and Technology Education by December 2.

Entry Form: Copy and complete the entry form below and attach to the back of each entry.

Mail Posters Chosen as School Winners to:
Oklahoma Career and Technology Education, Guidance Division • 1500 West Seventh Avenue • Stillwater, OK 74074-4364.

Name _____ Grade _____ Age _____
First MI Last

Address _____
City State ZIP

School Name _____ e-mail _____

Contact Person _____

School Address _____
City State ZIP

School Phone _____ County Name _____

All entries become the property of OCDA/ODCTE and will not be returned.

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Career *Poetry* Contest

November 2002

Celebrating Excellence in Career Development

Sponsored by the
Oklahoma Career Development Association (OCDA) and the
Oklahoma Department of Career and Technology Education

Eligibility: There are six divisions: Primary (Grades K-2), Intermediate (Grades 3-5), Middle Grades (Grades 6-8), Senior (Grades 9-12), Adult-Student (enrolled in school), and Adult (18 and older, not enrolled in school).

Theme: The poem should reflect the theme: "Celebrating Excellence in Career Development." Each poem's topic must relate to the theme or subtheme. Subtheme: "Celebrating My Favorite Career."

Judging Criteria: Judging will be based on originality, creativity, development of national theme, appropriate form, execution, spelling, and grammar. **Only poetry judged as first-, second-, and third-place winners in the school contests should be sent for judging in the state contest.**

Poetic Form: Poems may be written in any poetic form, i.e., cinquain, diamante, free verse, haiku, limerick, metered, rhyming, blank verse, etc.

Size: Each poem should be typed or printed on a sheet of paper 8½ by 11 inches in 12-point font.

Display: Poems are to be displayed/read in the student's school during National Career Development Month in November. Winning poems must be sent to the Oklahoma Department of Career and Technology Education by December 2.

Entry Form: Copy and complete the entry form below and attach to the back of each entry.

Mail Poems Chosen as School Winners to:
Oklahoma Department of Career and Technology Education, Guidance Division • 1500 West Seventh Avenue • Stillwater, OK 74074-4364.

Name _____ Grade _____ Age _____
First MI Last

Address _____
City State ZIP

School Name _____ e-mail _____

Contact Person _____

School Address _____
City State ZIP

School Phone _____ County Name _____

All entries become the property of OCDA/ODCTE and will not be returned.

Career Development Products

Tool Boxes for Counselors/Instructors

Middle Grades Teachers as Advisors
Order Number: SW1023
This toolbox gives implementation suggestions and curriculum to start a Teachers as Advisors program at your school. It contains weekly activities, forms, implementation strategies, and teacher training materials to help your school plan, develop, and implement this program.
Cost: $42

Career Awareness/Elementary

COIN Climb and Career Carnival
Order Number: CS1012
Explore careers with two outstanding, interactive multimedia CD-ROM programs. This package includes *COIN Climb* for students in K-2 and *Career Carnival* for Grades 3-6. Software is networkable.
Cost: $250 for both

Career Clusters: Awareness Activities for K-6
Order Number: CS1207
This collection of activities was designed to enhance the awareness of each of the 16 Occupational Clusters. The activities were all developed by teachers and career counselors. The book consists of 17 sections: one for each of the 16 clusters and one for career clusters in general. Each cluster has from three to five activities and accompanying handouts. An additional feature is the inclusion of several project-based activities that cover several career clusters at the same time. The activities are written for the following 16 clusters: Agriculture and Natural Resources; Architecture and Construction; Arts; A/V Technology and Communication; Business and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law and Public Safety; Manufacturing; Retail/Wholesale Sales and Service; Scientific Research and Engineering; Transportation, Distribution, and Logistics.
Cost: Request Price

People at Work
Order Number: CS9030
People at Work is a complete student reference for more than 450 occupations. Each occupation provides information on educational requirements, outlook, and suggested school subjects for students to focus on to prepare for the career as well as addresses to write for further information. Written as friendly, first-person narratives, the job descriptions present career information at a third-grade reading level that students can understand.
Cost: $20

Careers on Wheels
Order Number: CS1031
This manual will introduce educators to a fun, innovative approach for organizing an outdoor career fair utilizing the career clusters. Students in Grades K-8 will have the opportunity to touch, look, experience, and learn about occupations associated with vehicles.
Cost: $2

Career Connections: Elementary Level Revised 2002
Order Number: CS9013
Did you know that your students will change jobs at least 14 times and change career paths at least three to four times in their lives? Never has career development been as important as it is now. In elementary grades, career development focuses on career awareness. Get a head start on career development with your students by introducing them to career awareness in a fun, hands-on way.

Career Connections: Elementary Level introduces four major themes within career awareness:

1. Understanding career clusters
2. Understanding the relationship between work and learning
3. Understanding the importance of personal respect and good work habits
4. Understanding how to relate your interests to career clusters

Cost: $9

Career Development Products (cont.)

Career Exploration/ Middle School/Junior High

Expand Your Child's Horizon
5th - 12th Grades
Target Level: 8th Grade
Order Number: CS1304
Expand Your Child's Horizon helps educators and parents with information to assist students in making good career decisions. The guide covers educational options, career activities and experiences, identifying and investigating interests, constructing a tentative education/ career plan. Its companion piece, *Pathways to Success,* features 13 working adults from a variety of educational paths. They explain how their education and leadership training helped them advance to where they are today. These guides can be used for parent meetings such as Teachers as Advisors.
Cost: Package of 20 sets @$29
CS1308 one set for $3

Dreams Can Be Reality
Middle School – High School
Order Number: CS9040
Bright-colored posters list occupations by classroom subject. The occupations on each poster are divided by educational levels of high school/ high school with vocational education; junior/ community college, postsecondary technical; and four-year degree or more. Set of eight posters includes science, language arts, social studies, instructional technology, arts, math, foreign language, and skills employers want.
Cost: $8 a set

Individual poster: Need to place a minimum order of five.
Skills Employers Want
Order Number CS9041
Cost: $1

Real Life 101
8th – 12th Grades
Order Number: CS7200 Video Set
Cost: $254 for a set of 13 videos and teacher's guide
This video series, grades 6 thrugh 10, can help viewers explore different options in the career world. The series consists of 13 career videos, with three careers on each video. Each video runs approximately 30 minutes. The teacher's guide includes episode summaries and a student "Video Interview." Preview four careers from your own office. Log onto www.mediakids.com/newhome.htm. Click "Online Previews" on the horizontal button bar. To view you will need QuickTime installed.

On Your Own – Middleton
8th – 12th Grades
Order Number: CS8005
Involve your students in a simulation that includes true-to-life jobs, incomes, prices, and expenses. Students must find a job, apartment, transportation, bank, and set up a budget. Can your students meet the financial challenge of preparing their budget, paying their bills, and sticking to their budget? This CD allows students to print and save their work.
Cost: Single CD - $63
Windows and Macintosh on each CD

Career Preparation/High School

PEAK (Practical Exercises in Applying Knowledge)
PEAK materials help students relate the courses they are taking to specific career opportunities. Each PEAK activity allows the student to apply a key topic in science or mathematics to a practical task in the work world. In each activity, the student is presented with a situation in a specific occupation requiring the student to solve a problem. The problem is described in detail, and students are provided with the basic information needed to complete the exercise. Each activity also lists related careers. Science activities cover concepts in science, biology, and chemistry; mathematics activities cover math, algebra, and geometry. Recommended for 9th-12th grades.

The PEAK materials are available as complete packages for either science or mathematics and are meant to enrich classroom instruction of related concepts. With each Instructor's Guide, you receive 60 unique student activities. Each activity may be copied as many times as needed. (A site license for duplication is included.)

77

Career Development Products (cont.)

Solutions for all activities are also included in the Instructor's Guide.

CS1300 Instructor's Guide: Science **$75**
CS1301 Instructor's Guide: Mathematics **$75**

Occupational Outlook Handbook
(2002-2003)
Order Number: CS1108
This handbook describes over 250 jobs — jobs held by 85 percent of the American workforce. It gives details on nature of work, related occupations, earnings, sources of additional information, training advancement, future employment outlook, and employment opportunities. (10th Grade – Adult)
Cost: $12

Career Advisement
Order Number: CS1032
This guidebook was developed for counselors and educators to assist their students and students' parents in the career advisement process. Topics addressed in this guidebook are "Graduation," "Career Resources," "Workforce Development," and "Parent Information." Needed information will be at the educator's fingertips.
Cost: $7

Counselors/Instructors

Teaching and Learning Strategies for All Students: A Guide for Career and Technology Educators
Order Number: CS1206
This guide is designed to provide career and technology educators with research-based teaching methods that can be individualized to create greater learning opportunities for student success. Strategies for adapting teaching techniques, developing compensatory learning strategies, developing remedial teaching techniques, and developing student study skills are presented to adapt the career and technology environment for students with disabilities or who are at risk of dropping out of school.
Cost: $4

Taking the Road Less Traveled
Order Number: SW1024
This toolkit can help teachers in developing strategies for increasing awareness, recruiting, retaining, and placing students in nontraditional occupations. It includes four PowerPoint presentations with workbooks, photos of nontraditional careers, and recruitment brochures.
Cost: $52

New and Revised

Career Development Activities
Elementary
Order Number: CS1100
Cost: $7
Middle School/Junior High
Order Number: CS1101
Cost: $13
High School
Order Number: CS1102
Cost: $9
Career Development Activities combines career exploration with academic subject matter for an exciting learning experience. The revised versions include over 35 new, hands-on or project-based activities. Activities are written to meet one of the 12 National Career Development Guidelines. Many activities integrate the Internet.

Order by calling 1-800-654-4502 or online
www.okcareertech.org/cimc
For orders $100 or less, shipping is the greater of $6 or 10 percent of the order.
To receive a CIMC catalog, call 1-800-522-5810, extension 831.

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Answers to Changing Times
on page 71

In an extremely short span of time, digital technology has reshaped the way our society works and communicates. Match the familiar tools and equipment (first column) to the new related technology (second column).

B	1. Protractor/ruler/compass	A. Diagnostic computer
C	2. On-site learning with teaching in the classroom	B. Computer-Aided Design (CAD)
H	3. Assembly line of repetitive work	C. Distant learning
A	4. Start and stop car engine to determine why it's not working	D. Computers
G	5. Purchase a car at the dealer	E. Copy machine
D	6. Typewriters	F. Palm pilots
L	7. Answering machines	G. Order specified vehicle over Internet
F	8. Planners/calendars	H. Robotics
I	9. Phones/postage mail	I. Faxes/e-mail
E	10. Mimeograph machine	J. Ground Positioning System (GPS)
K	11. Resource library	K. Internet
J	12. Maps/location/target	L. Pagers

Call a friend to tell them about *Career Activity File* on the Internet.

http://www.okcareertech.org/guidance/

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